SAFEGUARDING AND CHILD PROTECTION POLICY 2026-2027

Reviewed by:

Designated Safeguarding Lead: **Kelly McKeeman**
Date: September 2026

Deputy Designated Safeguarding Lead(s): **Neil Harris (Head), Rachel Wolfe (Deputy) Aimee Chick (AHT), Jennifer Warren (Family Liaison Officer**
Date: September 2026

Headteacher: **Neil Harris**
Date: September 2026

Nominated Governor with safeguarding responsibilities: **Martyn Bowler**
Date: September 2026

Policy to be ratified by Governors: October 2026

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
v1	September 2023	ONE Academy Trust model policy (2023)	ONE Academy Trust Model policy (23/24)
V2	June 24	ONE Academy Trust model policy (2025)	Updated in line with changes to Keeping Children Safe in Education 2024
V2.1	September 2025	DD/GB/MT	Clarifications incorporated: • Para. 6 - List of policies updated and titles amended • Para 60 - Use of mobile phones clarified in line with Acceptable Use of IT policy. • Appendix E – adapt to suit your system (CPOMS or MyConcern). No generic log in for My Concern Approved by GB 05.09.24
V2.2	September 2025	DD/GB/JH/MT	Updates in line with changes to Keeping Children Safe in Education 2025
V2.3	December 2025	DD/GB/JH	Updated to clarify reporting process for allegations against adults
V2.4	July 2026	GB	Updated in line with Keeping Children Safe in Education 2026. Substantive changes in table at rear of policy

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Part One: Policy overview

1. Policy Statement and Principles

1.1 At Abbey Primary School we recognise our moral and statutory responsibility to safeguard and protect children from harm and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

1.2 The procedures contained in this policy apply to all staff, volunteers, visitors and governors. All procedures encompassed by this policy will be followed robustly, rigorously and in a timely manner. The policy takes into account the Keeping Children Safe in Education Guidance (September 2025).

1.3 In accordance with this policy, Safeguarding and Child Protection are defined as two different things:

- Safeguarding is what we do for all our pupils and staff;
- Child protection being the procedures we use for children and young people who have been significantly harmed or are at risk of such harm.

1.4 We will ensure that all parents/carers are made aware of our responsibilities with regard to child protection procedures and how we will safeguard and promote the welfare of their children through the publication of our Child Protection/Safeguarding Policy on our website. The policy is also available in paper form upon request.

1.5 These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2025 (KCSIE) and HM Working Together to Safeguard Children 2023 are incorporated into this policy.

2. Safeguarding Principles

2.1 Safeguarding and promoting the welfare of all children, regardless of age, disability, gender, ability, culture, race, language, religion or sexual identity, is of paramount importance.

Everyone's responsibility
Safeguarding and promoting the welfare of children is everyone's responsibility. If children and families are to receive the right help, at the right time, everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

Child First
In order to fulfil our responsibility effectively, all members of the school community should make sure their approach is child centered. This means that they should consider, at all times, what is in the best interests of the child.

It could happen here
Staff working with children are advised to maintain an attitude of 'it could happen here' where

safeguarding is concerned.

2.2 Safeguarding and promoting the welfare of children is defined within KCSIE 2025 and for the purpose of this policy as:

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

2.3 Note: Children includes everyone under the age of 18.

3. Policy aims

3.1 This policy aims to:

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse/concerns, including: child on child abuse both on and off-line (including sexual violence, sexual harassment and up skirting), Serious Violence, Contextual Safeguarding, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Child Financial Exploitation, County Line incidents, Online safety, witness to Domestic Abuse, Homelessness, duties under PREVENT, Honour Based Violence (HBV) and mental health.
- Confirm the structured procedures to be followed by all members of each school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities.
- Emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities.
- Confirm the working relationship with the Local Authority agencies such as Children and Families Direct, the LA Safeguarding Board, and other agencies with similar services in neighbouring authorities. Working Together to Safeguard Children (2023) outlines how the agencies should work together.
- Highlight the working relationship between the school and the Trust's Safeguarding Team.

4. Policy Review

4.1 This policy will, as a minimum, be fully reviewed once a year. The policy will be formally ratified by local governance where a local governing body is in place. Those responsible for trust/school leadership will review the policy on a more regular basis to ensure it remains

current, reflects any amendments to statutory guidance and to ensure it reflects local contextual needs and local safeguarding provisions/partnerships.

5. Policy Access

5.1 We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school website, displayed in our Reception areas, staffroom and made available to parents at parent/teacher meetings. We have a leaflet summarising key points available in our Reception area.

5.2 The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputy/ies and include their availability during out-of-school hours and school holidays.

6. Context

6.1 This policy enables Abbey Primary School to carry out our functions to safeguard and promote the welfare of children and must be read alongside key guidance:

- Department for Education's statutory guidance publications for schools and local authorities, including:
- Working Together to Safeguard Children (2023)
- Keeping children Safe in Education (2025)
- Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Prevent Duty Guidance (updated March 2024)
- Nottinghamshire Interagency Safeguarding Children procedures

6.2 Safeguarding is not just about protecting children from deliberate harm, neglect, or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other school policies, such as:

- Keeping Children Safe in Education 2025, including Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors
- ONE Academy Trust - Child-on-Child Abuse policy
- ONE Academy Trust - Staff Code of Conduct
- ONE Academy Trust - Allegations of Abuse Policy
- ONE Academy Trust - Whistleblowing Procedures
- ONE Academy Trust - Use of Photography and Children's Images Policy
- School's Behaviour Policy
- School's physical intervention procedures
- School's Attendance Policy (based on OAT template)
- School's Anti-Bullying Policy
- School's E-Safety/Online Safety Policy
- ONE Academy Trust - Acceptable Use of IT Policy

- ONE Academy Trust - Safer Recruitment Policy
- ONE Academy Trust & the school's First Aid Policies and procedures including Administration of First Aid
- ONE Academy Trust - Supporting Pupils with Medical Conditions Policy
- ONE Academy Trust - Children with Health Needs who Cannot Attend School Policy
- School's Intimate Care Policy
- Site Security Policy
- Children Missing in Education guidance
- ONE Academy Trust - Complaints Policy
- School Equality statement
- School's Accessibility Plan
- ONE Academy Trust - Data Protection Policy and Privacy Notices
- School's visitor and volunteer protocols

7. **Roles**

Key personnel

The designated safeguarding lead (DSL) for child protection is **Kelly McKeeman**
Contact details: email: office@abbey.notts.sch.uk tel: [01623 481117]

The deputy designated leads are **[Neil Harris (Head), Rachel Wolfe (Deputy) Aimee Chick (AHT),Laura Townsend (AHT), Jennifer Warren (Family Liaison Officer]**
Contact details:
[office@abbey.notts.sch.uk
[01623481117

The nominated child protection governor is **[Martyn Bowler**
Contact details: email: **[MBowler@abbey.notts.sch.uk]**
Tel: [01623 481117]

The Headteacher is **[Neil Harris}**
Contact details: email: **[office@abbey.notts.sch.uk}**
Tel: 01623 481117

ONE Academy Trusts Designated Safeguarding Lead is Mrs Michelle Thompson
Contact details: m.thompson@oneacademytrust.co.uk
Tel: 0115 9150466

ONE Academy Trust's Deputy Designated Safeguarding Lead is Mr Graham Boyd
Contact details: g.boyd@oneacademytrust.co.uk
c/o Tel: 0115 9150466

Prevent Single Point of Contact (SPOC): Mrs Michelle Thompson

Contact details: m.thompson@oneacademytrust.co.uk
Tel: 0115 9150466

For other key and emergency contact details of associated agencies and advice line numbers, please see Appendix C.

8. Overall Responsibilities

8.1 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who encounters children, and their families have a role to play in safeguarding children, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All leaders, staff, governors, visitors and volunteers in our school should always consider what is in the best interests of children and provide a safe environment where children can learn.

8.2 Our school works closely with parents and carers to offer support and advice or to signpost to other services when required.

8.3 Although safeguarding and child protection is the responsibility of the whole school community, delegated responsibilities are allocated to specific roles (see below) so that provision can be as effective as possible.

9. Responsibilities: The Designated Safeguarding Lead (DSL):

9.1 The Board of Trustees has ensured that an appropriate senior member of staff has been appointed to the role of designated safeguarding lead (DSL) in each of the Trust's schools.

9.2 The DSL:

General

- Will have lead responsibility for safeguarding and child protection (including online), detailed within their job description
- Has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- Will be aware of other personal, family or contextual factors which may make pupils more vulnerable, e.g. pupils with special educational needs.

Availability

- Will be available, during term time and within school hours, for staff to discuss any safeguarding concerns. Where this is not possible adequate and appropriate cover arrangements will be arranged.

Managing referrals

- Will refer cases of suspected abuse or allegations to the relevant investigating agencies as appropriate
- Will refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- Alongside the One Academy Trust HR manager, will refer cases to Disclosure and Barring Services where a person is dismissed or left due to risk/harm to a child, this may include open allegations in conjunction with Local Authority Designated Officer.

- Will refer where a crime may have been committed to the police as required. The DSL will know when it is appropriate to get police involvement and what to expect from them

Working with others

- Will coordinate the school's contribution to child protection plans
- Will act as a source of support and expertise to the school community, providing relevant up-to-date training and updates regarding contextual risks
- Will manage support for the child internally, including considering where doing so does not place the child at additional risk, whether the designated safeguarding lead (or a deputy) should inform parents or carers to further support the child's wellbeing
- Will support staff who make referrals to or liaise with relevant investigating agencies
- Will ensure a working knowledge of the Safeguarding Partnership procedures is maintained and is a point of contact
- Will attend and/or contribute to child protection conferences/inter-agency meetings and/or strategy discussions
- Will liaise with the Headteacher to inform him/her of issues – especially ongoing enquiries under Section 47 of the Children's Act 1989 and police investigations
- Will, as required, liaise with 'case manager' and the Local Authority Designated Officer(s) where there are child protection concerns/allegations that relate to a member of staff (see Allegations of Abuse Policy)
- Will liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs)) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral to local authority children's social care by liaising with relevant agencies so that children's needs are considered holistically;
- Will liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Will promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Will be aware of which pupils have a social worker and understand their academic progress and attainment in order to maintain a culture of high expectations
- Will support teaching staff to provide additional academic support or reasonable adjustments to help children with or who have had a social worker reach their potential

Information sharing and managing child protection files

- Will ensure child protection files are kept up-to-date
- Will keep/manage detailed written records of all concerns, ensuring that such records are stored securely (including online) and flagged on, but kept separate from, the pupil's general file
- Will implement appropriate provisions to ensure files are only accessed by those who need to see it and where files need to be shared are done so in line with Part one and two of Keeping Children Safe guidance

- Ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained.
- Will take a lead role, or nominate a lead role, for online safety and understanding the filtering and monitoring systems in place

Raising awareness

- Will ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- Will ensure that the child protection policy and procedures are reviewed and updated annually
- Liaises with the nominated governor and Head Teacher (where the role is not carried out by the Head Teacher) as appropriate
- Will make the child protection policy available publicly, on the school's website or by other means so that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Makes staff aware of Safeguarding Partnership training courses and the latest policies on safeguarding
- Helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

- Will ensure they are appropriately trained (minimum formal training every 2 years), with regular updates/refresher training. The DSL will be Prevent awareness trained also.
- Will ensure all staff with designated safeguarding training responsibilities access relevant training and maintain records
- Understands the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Has a working knowledge of how the local authority conducts 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;
- Understands the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- Understands the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Is alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Understands the importance of information sharing, within the school, and with the safeguarding partners, other agencies, organisations and practitioners;

- Understands and support with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Is able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- Will obtain access to resources and attend any relevant or refresher training courses
- Will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Will respond to/be aware of unauthorised absences or children missing education where there are known safeguarding risks and consider the provision of pastoral and/or academic support alongside action by statutory services. This may include addition support from individuals with specific responsibilities linked to managing attendance. The DSL will communicate effectively with different agencies and staff within school to ensure this is managed effectively.

Providing support to new members of staff as part of induction

- Will deliver appropriate safeguarding and child protection training (including online safety which, amongst other things, should include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Will explain key policies, including: child protection, behaviour, code of conduct, Allegations against staff and whistleblowing
- Will explain the school response to children who go missing in education
- Will explain the role of the Designated Safeguarding Lead, including those identified as Deputies

Providing support to all staff

- Provide appropriate safeguarding and child protection training (including online safety which, amongst other things, should include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is updated regularly
- Provide safeguarding and child protection (including online safety) updates as required (at least annually) to continue to provide them with relevant skills and knowledge to safeguard children effectively
- Ensure all staff are aware of the local early help process and understand their role within it
- Ensure that staff are supported during the referrals processes;
- Ensure all staff know what to do if a child confides in them that they are being abused, exploited or neglected and to reassure the victims appropriately to keep them safe

- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

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

Holding and sharing information

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

10. The Deputy Designated Safeguarding Lead(s):

10.1 The Trust's Safeguarding Lead has ensured that an assessment of risk/need has been undertaken to determine the number of additional DSLs. This has been done in conjunction with roles and responsibilities delegated. These additional DSLs are known as Deputy Designated Leads.

10.2 The Deputy DSLs will be trained to the same level as the DSL and, in the absence of the DSL, the DDSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. The ultimate responsibility for child protection remains with the senior Designated Lead. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

10.3 To ensure continuity of safeguarding responsibilities, cover arrangements for periods when the designated safeguarding lead is unavailable (e.g. illness, leave or other circumstances) should be implemented. In the majority of cases these cover arrangements will be through the appointment of Deputy DSLs. However other measures may be adopted such as the creation of shared mailboxes, increased access to safeguarding platforms (such as MyConcern or CPOMS) or equivalents to ensure safeguarding concerns are received, monitored and acted upon without delay.

11. Responsibilities: Headteacher

11.1 The Headteacher will ensure that:

- The safeguarding policies and procedures adopted by the Board of Trustees and the Local Governing Body (where in place) are followed by all staff;

- This policy is reviewed and updated whenever it is required, at a minimum this will happen annually;
- The policy is available publicly on the school website;
- Designated staff review the policy in consultation with the Trust and any guidance from the Local Authority;
- Sufficient resources and time are allocated to enable the Designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- A Single Central Record of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed;
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies;
- School staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation;
- He/she undergoes child safeguarding training which is updated regularly, in line with ONE Academy Trust guidance.
- Everyone understands their duty to safeguard children inside/outside the school environment, including school trips, extended school activities, vocational placements and alternative education packages
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the ONE Academy Trust Code of Conduct, which includes contact between staff and pupils outside the work context. Staff can access a copy of this via the Trust website.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practice as part of their induction process before beginning work and contact with pupils.
- Staff must wear ID at all times when in school and when out on school business;
- Procedures for managing visitors are in place that put the safeguarding of pupils at the centre and is applied to all visitors irrespective of their status and frequency of visits. Staff should not shy away from questioning visitors, regardless of status if they feel that the correct processes have not been followed;
- All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below); • once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances;
- At reception, all visitors must be ready to produce formal identification upon request;
- All visitors will be asked to sign in via electronic systems which are kept in reception at all times making note of their name, organisation, who they are visiting and car registration;

- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit;
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the school's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

12. Responsibilities: Senior Leaders

12.1 The senior leadership team will:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff and volunteers are alert to the definitions of abuse and indicators (KCSiE 2025 paragraphs 24 to 28), and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help (KCSiE 2025 paragraph 18).
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the Head Teacher, such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Carry out an annual review of filtering and monitoring systems to check filtering is working appropriately on all internet-connected devices. Records of checks should be maintained.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff, including supply staff and contractors, are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2025 Part Four 'Allegations of abuse made against teachers and other staff, including supply teachers and volunteers') and the Trust's Allegations of Abuse Policy.

13. Responsibilities: Designated Lead for Children who are Looked After

13.1 A teacher/leader is appointed who has responsibility for promoting the educational achievement of children who are 'looked after'. The designated lead for Looked After Children (LAC) will:

- Receive the appropriate training

- Work with the Virtual School to ensure the progress of the child is supported. The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School.
- Work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after.
- Ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.
- Recognise those children who were previously Looked After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school, we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

14. Responsibilities: staff, visitors and volunteers

14.1 All staff contribute to providing a safe environment in which children can learn and are aware of systems within the school which support safeguarding, including their role within the early help process. This includes being able to identify emerging problems to recognise children who may benefit from early help.

14.2 All staff, and those involved in regulated activity, are able to identify concerns early and provide help to children to prevent concerns from escalating.

14.3 All staff should be aware that children may not feel ready or know how to tell someone if they are being abused, exploited or neglected. They may not recognise their experiences as harmful, as they may consider it 'the norm'. Additionally, children may feel embarrassed, humiliated or threatened. This could be due to one of, or a combination of the following: age, vulnerability, disability (including difficulties with speech and language), sexual orientation or language barriers.

14.4 Staff should know in the first instance to raise their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help. Where staff have ongoing concerns that are considered low level these must be reported without delay to the Designated Safeguarding Lead.

14.5 All staff should be aware of systems which support safeguarding. These should include the: child protection and Safeguarding policy, behaviour policy (and associate policies), staff code of conduct, whistleblowing procedures, allegations of abuse, attendance processes and the role of the designated safeguarding lead.

14.6 All staff should be aware of the local Family Help offer and the thresholds for intervention, including when concerns may be appropriately addressed through targeted early help services, support provided under Section 17 of the Children Act 1989 (Children in Need), or when a referral to Children's Social Care is required under Section 47 of the Children Act 1989 where there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. Staff should follow the school's safeguarding procedures and consult a Designated Safeguarding Lead (DSL) where there are concerns relating to abuse, neglect, exploitation, children in the youth secure estate, or disabled children.

15. Good Practice guidelines and staff code of conduct

15.1 All staff, governors and volunteers complete a full safeguarding induction before beginning work within school. All staff will read and sign to say they have understood Part 1 and Appendix A of Keeping Children Safe in Education 2025. All staff receive regular and ongoing safeguarding training, so that they are aware of and alert to the signs of abuse. Visitors are all made aware of the school's procedures and key staff before entering the school building.

15.2 Expectations of good practice include:

- Recognising that safeguarding and promoting the welfare of children is everyone's responsibility
- All professionals should make sure their approach is child-centred. This means that they should consider, always, what is in the best interests of the child
- Maintain an attitude of 'it could happen here' with regards to safeguarding
- Reading and understanding the trust/school's child protection policy, behaviour policy, guidance documents on wider safeguarding issues, Code of Conduct, Allegations of Abuse, Whistleblowing, Acceptable Use of IT. The Internet and Electronic Communication including Social Media and Photography, including use of Children's Images Policy.
- Recording and referring all concerns about a pupil's safety and welfare without delay to the DSL, or, if necessary directly to police or children's social care.
- Treat information sensitively and with confidentiality. Never promise to 'keep a secret'.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Encouraging positive, respectful, and safe behaviour among pupils
- Being alert to changes in pupils' behaviour and attendance patterns, that this may be a sign that they are suffering harm or that they have been traumatised by abuse
- Recognising that challenging behaviour may be an indicator of abuse
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- Support pupils in line with their Child Protection/Child in Need/CLA plans
- Liaise with other agencies that support pupils and provide early help
- Understanding of, and compliance with, values, procedures and statutory guidance as outlined in KCSiE 2025.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Follow whistleblowing and allegations procedures as appropriate if the disclosure is about a member of staff, governor or visitor

16. Responsibilities: Trustees/Governors

16.1 The Board of Trustees will:

- Hold strategic leadership responsibility and comply with the duties under 'Keeping Children Safe in Education' responsibilities
- Ensure one of their members is nominated to liaise with the Trust, the Local Authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Head Teacher or member of the Governing Body;
- Ensure that all staff, supply teachers and governors read and fully understand at least KCSiE 2025, Part One and Part Five as a minimum, and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensure that all staff and volunteers are aware of the indicators of abuse and neglect as outlined in KCSIE, 2025 – paragraph 24-29. This includes abuse, physical abuse, emotional abuse, sexual abuse and neglect;
- Ensure appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexually harmful behaviour and ensure trust schools have the training and resources to manage any concerns or harmful incidents.
- Be alert to the growing concerns linked to contextual needs and ensure each school works closely with the police and safeguarding partners to raise awareness of the impact of such risks and adopt proactive practice to address concerns locally and within the community.
- Ensure there is no period where there is no appointed safeguarding governor, trustee or an executive team member providing oversight. e.g. after a member resigns and before another is appointed the trust's designated safeguarding lead will provide oversight to ensure compliance.
- Ensure that each school has a child safeguarding policy, Single Central Record, operates Safer Recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply with the Local Authorities Safeguarding Board - Local Authority Designated Officer (LADO);
- Ensure that each school creates a culture of Safer Recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2025);
- Ensure that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly trained (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and updated to ensure that safeguarding remains a priority.
- Ensure that temporary staff, visitors and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Ensure staff, governors and volunteers are aware of the 4 types of indicators of abuse/neglect;

- Ensure that each school has appointed a member of staff of the school's leadership team to the role of Senior Designated Safeguarding Lead;
- Ensure the school keeps an up-to-date Single Central Record of pre-employment checks, specifying when the check was made and when it will be renewed;
- Monitor the adequacy of resources committed to child safeguarding, and the staff and governor training profile;
- Recognise that neither the governing body (Trust Board or Local Governing Board), nor individual Governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff);
- Make sure that the child safeguarding policy is available to parents and children on request.
- Ensure appropriate statutory policies are in place to allow for appropriate action to be taken in a timely manner, including: child protection policy, behaviour policy, code of conduct and appropriate safeguarding arrangements *(*Note: Some associated policies may be Trust wide)*
- Ensure this policy and practice complements other policies (e.g. anti-bullying including cyber- bullying, health and safety), to ensure an integrated model of safeguarding operates across the school.
- Ensure appropriate filters and monitoring systems are in place and monitored regularly to review effectiveness in order to protect children online and to ensure children are taught about keeping safe online through the curriculum.
- Ensure awareness of the governing body's obligations under the Human Rights Act 1998 (Refer to paragraphs 81-83 of KCSiE 2025), The Equality Act 2010 (including Public Sector Equality Duty) (Refer to paragraphs 84-88 of KCSiE 2025) and their local multi-agency safeguarding arrangements
- Ensure, where reasonably possible, that school holds more than one emergency contact for each pupil
- Ensure the designated safeguarding lead, or a named member of staff, takes a lead role for online safety and understanding the filtering and monitoring systems in place.

16.2 **Please note:** Where the school has a Local Governing Body established, the Trust Board delegates the governance oversight of safeguarding to the Local Governing Body.

17. Responsibilities: The Law

17.1 The Trust Board and the Local Governing Bodies are aware of their obligations under the Human Rights Act 1998, The Equality Act 2010 (including Public Sector Equality Duty).

17.2 Abbey Primary School strives to respect and protect an individual's human rights when making decisions about them. Under the Human Rights Act, it is unlawful for our school to act in a way that is incompatible with certain specific convention rights. These being:

- The right to freedom from inhuman and degrading treatment
- The right to respect for private and family life includes a duty to protect individuals physical and psychological integrity

- All rights and freedoms set out in the Act must be protected and applied without discrimination, and
- The right to education

17.3 Under the Equality Act 2010 our school will not unlawfully discriminate against people on the basis of any of the identified protected characteristics. In the context of our safeguarding approaches and the promotion of pupil welfare careful consideration has been applied to supporting children with particular protected characteristics, including disability, sex, sexual orientation, gender reassignment and race. Examples of the types of considerations the school has taken include the duty to make reasonable adjustments for curriculum accessibility or alteration of curriculum content to take positive action to support those affected, e.g. girls if there was evidence they were being disproportionately subjected to sexual harassment, allocation of a 'trusted adult' for pupils who are/or perceived to be LGBT+ to confide in safely.

17.4 Our school strives for compliance with the Public Sector Equality Act through our functions to eliminate unlawful discrimination, harassment and victimisation to advance equality of opportunity and foster good relations between those who share a protected characteristic and those that do not.

18. Staff Training

18.1 All staff (including new staff) are aware of the safeguarding systems and these are explained to them as part of staff (annual) induction, which includes our Child Protection Policy, the Employee Code of Conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2025 (Refer to pg. 12 of this document 'Providing support to new member of staff as part of induction'). It is essential that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

18.2 Our school utilises an annual checklist when staff are inducted which includes the above, but also other policy and procedural information. Staff sign to confirm that they have not only read the information, but understood it too.

18.3 All our staff receive safeguarding and child protection training which is updated annually. In addition, to this training all staff members receive child protection and safeguarding updates when required (through emails, newsletters, SLT minutes and INSET training). Staff also undertake online Safeguarding Training linked to statutory documentation and thematic safeguarding approaches.

18.4 All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 and understand the role they may have in these assessments (Refer to pg. 12 'Providing support for all staff').

18.5 Governors receive appropriate safeguarding and child protection (including online) training at induction and refresher training on an annual basis. Governance agendas consistently contain safeguarding items. This training and coverage are designed to equip governors with the knowledge to provide strategic challenge to test and assure themselves that safeguarding policies and procedures are effective and robust.

19. Allegations against staff

19.1 As a school, we ensure that procedures are in place to deal with allegations of abuse against teachers, other staff, including volunteers and supply staff that indicate that they:

- behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This could be when a person has been involved in behaviour outside of school (this may not directly involve children) which might make them unsuitable to work with children.

19.2 When an allegation is made against a member of staff (including supply staff, trainee teachers, volunteers and contractors), the procedures set out in the policy for dealing with allegations against staff must be followed. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO).

19.3 If an allegation is made two main aspects will be considered:

1) Looking after the welfare of the child – the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse (described below)
2) Investigating and supporting the person subject to the allegation

19.4 Reporting an allegation or concerns of poor practice or possible child abuse by staff or an individual working for an external organisation, including supply staff, trainee teachers, volunteers and contractors or utilising the school premises (where the trust/school premises are being used for the running of activities for children) should be reported immediately to:

the **DSL** and the **headteacher** (where different) for school staff/volunteers/adults using school premises (or the Deputy DSL/nominated senior leader in the school if the DSL/headteacher is unavailable)

the trust's **DSL** and the **CEO** (where different) where a headteacher, a member of the trust's central team or a governor/trustee is the accused (or HR manager if the CEO is unavailable)

the **DSL (if not also the CEO)**, **HR Manager** (if the CEO is DSL) and the **chair of the board of trustees** where the CEO is the subject of the allegation (or the safeguarding link trustee if the chair of the board is unavailable).

19.5 Contact details are available from the school office, the school website or Appendix C of this policy.

19.6 The recipient of the safeguarding concern/allegation will act to ensure there is no delay in dealing with the situation. *If it is not possible for any reason to report within the trust, the report should be made directly to the LADO.*

19.7 Whoever receives the allegation will be responsible for the initial reporting and handling of the allegation. They will take all reasonable steps to ensure confidentiality and will only inform necessary people. They will record and report the allegation to the headteacher, CEO or chair of the board of trustees (as appropriate to the role of the subject of the allegation – see above). The headteacher, CEO or chair of the board of trustees will take over responsibility for managing the case (case manager).

19.8 If there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Under Keeping Children Safe in Education guidance, it is made clear that all staff should know how to make a referral.

19.9 Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the

allegation, being careful not to jeopardise any future police investigation. If the allegation made against a member of staff (either paid or unpaid) meets the criteria for a referral to the LADO, then the Head Teacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four of Keeping Children Safe in Education (KCSiE 2025). In all cases involving pupils the LADO will be contacted by the Head Teacher/Designated Safeguarding Lead and a discussion will take place to decide whether:

- no further actions are needed, in which case the justification should be recorded by the Complaint Lead and the Designated Officer(s) and an agreement on what information should be put in writing to the individual concerned and by whom
- a strategy discussion should take place in accordance with the statutory guidance Working Together to Safeguard Children
- there should be immediate involvement of the police or social care.

19.10 In the event of a concern/allegation about the headteacher or a situation whee there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the Trust Safeguarding Lead(who will report to LADO) or directly to LADO(s).

19.11 If after initial consideration the concerns do not meet the criteria for a referral to the LADO then the school will manage the 'low level' concern in accordance with Trust policies, this may include disciplinary policy, code of conduct, acceptable use and social media. The Head Teacher will be the ultimate decision maker on the most appropriate course of action to be taken. This may be done in collaboration with others, such as the Designated Safeguarding Lead. Considerations of any further training or further action will be carried out. Where school is in any doubt as to whether the information meets the 'harm' threshold they will contact the LADO team.

19.12 The term 'low level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

19.14 Any such concerns about a member of staff, supply staff, trainee teacher, volunteer or contractor, including those which do not meet the harm threshold are shared responsibly with the Designated Safeguarding lead and the Head Teacher, and recorded and dealt with appropriately. Where supply staff and contractors are employed separately the school will notify their employers. Doing so will ensure that they are dealt with effectively and protect those working in or on the school's behalf from false allegations or misunderstandings. The Designated Safeguarding Lead and/or Head Teacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously

- to the individual involved and any witnesses.

19.15 All low-level concerns will be recorded in writing, including the details of the concern, the context and actions taken. The name of the individual sharing their concern will also be noted where possible.

19.16 For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2025). This is available from the ONE Academy Trust website. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

20. Organisations and/or individuals using school premises

20.1 Where services are provided separately from the school our safeguarding processes may not be followed. We will seek assurance that any provider has appropriate safeguarding and child protection policies and procedures in place. This will also be incorporated in any control agreement (lease or hire agreement) as a condition of use and occupation of the premises. Failure to have these in place or comply will lead to the agreement's termination.

20.2 On occasions the school may allow organisations or individuals to use the school site and facilities, for instance via holiday clubs, sports associations, extracurricular activities or a private letting. If an allegation is received under these circumstances that the school is made aware of the safeguarding procedures outlined in this policy will be followed, including informing the Local Designated Officer.

21. Whistleblowing

21.1 All staff must remember that the welfare of the child is paramount. The Trust's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence. All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher.

21.2 The aim of the Whistleblowing procedures is to provide an internal mechanism for reporting, investigation and remedying any wrongdoing in the workplace. In most cases the employee should not find it necessary to alert anyone externally. The law recognises that in some circumstances it may be appropriate for the employee to report his/her concerns to an external body such as a regulator. General guidance on whistleblowing can be found via: Advice on Whistleblowing and the NSPCC's what you can do to report abuse dedicated helpline. Staff may also report their concerns directly to children's social care, NSPCC Whistleblowing advice line (0800 0290285) or the police if they believe direct reporting is necessary to secure action.

21.3 For further information, please see our Trust 'Whistleblowing Policy' (2025). This is available from the school office or the Academy Trust website.

22. Abuse of position of trust

22.1 All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

22.2 Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

22.3 Allegations of inappropriate behaviour and/or abuse of position of trust should be reported using the procedures listed in the section above entitled 'Managing allegations against staff'

For further information, please see our Trust 'Allegations of Abuse Against Staff Policy' (2025). This is available from the ONE Academy Trust website.

23. The use of 'reasonable force'

23.1 There are limited circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed for the least amount of time', the application of which will depend on the circumstances. The school adheres to the DfE guidance on Restrictive Interventions, including the use of reasonable force in school's guidance.

23.2 When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities, mental health problems or with medical conditions, the academy should, in considering the risks, carefully recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans (in agreement with parents/carers) the aim would is to reduce the occurrence of challenging behaviour. Reasonable adjustments, in line with duties under the Equality Act 2010, for these groups will also be considered. Where possible these will be identified on individual risk assessments. For further information, please see our school's Positive Behaviour Support (incl Physical Intervention) Policy. This is available on our website.

24. Safer Recruitment

24.1 Our school complies with the requirements of Keeping Children Safe in Education (DfE 2025) and the Safeguarding Partnerships by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The Trust's Safer Recruitment policy and procedures set out the process in full. At least one member of each recruitment panel will have attended safer recruitment training. All relevant staff (including those involved in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked. The school maintains a single central record of recruitment checks undertaken.

25. Volunteers

25.1 Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

26. Site security

26.1 Visitors to the school are asked to sign in and agree to abide by our safeguarding rules. They are given a badge,which confirms they have permission to be on site under supervision. Parents who are visiting the school for one-off school events (e.g. sports days, assemblies etc.) do not need to sign in. The Headteacher or DSL will exercise professional judgment in determining supervisory levels and whether any additional provisions need to be put into place.

27. Alternative provision

27.1 Where the school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

27.2 In some cases, it is necessary for the school to provide an alternative provision within a different setting. In these cases, advice from the Local Authority and relevant agencies is sought and placement finalised after consultation. ONE Academy Trust requires Alterative Provision providers to be Ofsted registered. Communication between the settings is carried out and documented. Regular visits are carried out via school staff and those from the relevant support team.

27.3 During any alternative placement, school continues to be responsible for the safeguarding of that pupil, School continues to ensure that the provider meets the needs of the child and seeks written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment. This includes written confirmation that the alternative provider will inform the school of any arrangements that may put the child at risk (i.e. staff changes), so that the school can ensure itself that appropriate checks have been carried out on new staff. The school should always maintain records of the address of the provider and know where the 'placed' child is during school hours (e.g. have records of any further subcontracted provision or satellite sites the child may attend). The school will continually monitor the welfare of the child within an alternate setting through visits, phone calls and requests for updates (e.g. attendance levels). A minimum half-termly review will be undertaken to provide assurances that the child is regularly attending and that the placement continues to be safe and meet the child's needs. Where safeguarding concerns arise, the placement will be reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

28. Opportunities to teach Safeguarding

28.1 As a school we need to teach children in an age appropriate way about youth produced imagery, online risks associated with social networking, to prevent harm by providing them with the skills, attributes and knowledge to help them navigate risks.

28.2 This approach to tackling sensitive issues promotes a whole school approach to safeguarding, giving children the space to explore key issues and the confidence to seek the support of adults should they encounter problems.

28.3 Our school actively seeks to raise awareness of and prevent all forms of child on child abuse, e-safety incidents and reduce the risk of pupils suffering any sort of harm/abuse now and in the future by:

- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships; through a planned programme of RHSE and PHSE (see Health & Relationships Policy for further information);
- Creating a culture in which our pupils and parents/carers feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;
- Educating children about the nature and prevalence of child on child abuse via PSHE and the wider curriculum and ensuring pupils know what to do if they witness or experience such abuse;

- Ensuring that no form of child on child abuse is ever dismissed as horseplay or teasing.
- Ensuring pupils understand how to stay safe online and what to do if they have any worries or concerns.
- Ensuring that pupils are prepared for life in modern Britain and the creation of a zero tolerance approach regarding sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict
- Ensuring parents/carers are provided with regular, accurate and clear information about how to help protect their children from harm (including e-safety & child on child abuse) and what pupils are being taught.

28.4 The guidance can be found here https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Part Two: Child Protection Procedures

29. Identifying Concerns

29.1 All members of staff at [Abbey Primary School] maintain an attitude of 'it could happen here' where safeguarding is concerned and will always act in the best interests of the child.

29.2 All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed.

30. Recognising Abuse, neglect and exploitation

30.1 To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, neglect, exploitation and modern slavery (see Section 3 definition). Abuse and neglect are forms of maltreatment. Staff understand that abuse, neglect, exploitation, modern slavery and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone. Knowing what to look for is vital to the early identification of abuse, neglect and specific safeguarding issues such as modern slavery, child criminal exploitation and child sexual exploitation. All staff should be aware of indicators of abuse and neglect so they can identify cases of children who may need help or protection.Keeping Children Safe in Education (DfE 2025) refers to four categories of abuse. These are set out at Appendix A of this policy along with indicators of abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

30.2 All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these

environments, including online. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation(including financial exploitation), sexual abuse, serious youth violence and county lines. Part One of Keeping Children Safe in Education contains important additional information about specific forms of abuse and safeguarding issues.

30.3 This includes:

- Child Abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child financial Exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Female Genital Mutilation (FGM)
- Preventing radicalisation
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Up skirting
- Online
- Modern slavery
- Mental health

30.4 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online and face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

30.5 All staff should be aware that children may not feel ready or know how to tell someone if they are being abused, exploited or neglected. They may not recognise their experiences as harmful and children may feel embarrassed, humiliated or threatened.

30.6 All staff must act on any concerns immediately and report any concerns they have about a child's welfare to the school's Designated Safeguarding lead (or deputy).

31. **Taking Action**

31.1 Any child, in any family, in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here". If staff have any concerns about a child's

welfare, they should act on them immediately. Our staff recognise the difference between a general concern about a child and an urgent concern which needs to be acted upon with immediate action before the end of the school day to prevent a child from suffering harm.

31.2 Key points for staff to remember for taking action are:

- report your concern as soon as possible to the DSL using CPOMS
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family

31.3 If a meeting is required about a child, staff will be asked to provide relevant information linked to areas such as academic attainment/progress, behaviour, attendance etc.

31.4 Staff should report concerns via CPOMS

31.5 to record incidents (see appendix E for guidance). If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should report their concerns to the DSL immediately. Staff will reassure the victim that they are being taken seriously, regardless of how long it may have taken them to come forward. Abuse that happens online and/or outside school will be treated with equal seriousness.

32. Pupil Disclosure

32.1 If a pupil talks to a staff member about any safety or well-being risks, they must tell them that to help them, they must pass the information on to the DSL. During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil's mother thinks about it
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. Do not promise confidentiality, reassure the pupils that they have done the right thing and who you will have to inform
- report concerns to the DSL
- complete the referral form via CPOMS as soon as possible
- seek support if they feel distressed.
-

33. Recording information

33.1 Staff must follow the recording requirements set out below:

- All concerns should be reported using,CPOMS as soon as reasonably possible within 24 hours.
- All staff members have a secure password to access CPOMS from any web enabled device that is linked using a school email address. Personal email addresses are not to be used.
- **If the concern is urgent then this should be recorded promptly and flagged as urgent**.
- All concerns should be followed up with a conversation with a DSL, **urgent concerns should be followed up with a conversation immediately.**
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorised consistently with the agreed school categories.
- For those staff members who do not have access to [CPOMS] or where temporary factors prove preventative to its use, a paper version of the form will be available at all times and must be completed and returned to the DSL. Paper forms (Appendix G) are located on the [safeguarding display in the staff room and in the school office]
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information is kept confidential and stored securely via [CPOMS].

33.2 Records should include:

- a clear and comprehensive summary of the concern. Note the date, time, place and context of disclosure or concern, facts and not assumption, opinion or interpretation. Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- If there is an observation of bruising or an injury try to record detail, e.g. "right arm above elbow" and the body map must be used on CPOMS] (paper body maps may be used and uploaded to the file). **Do not take photographs**.
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

33.3 If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

34. Notifying Parents

34.1 The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and, in some instances, the DSL may ask you to contact the parent in the event of a concern, suspicion or disclosure. If a referral has been made to Social Care however, then the DSL will always attempt to contact the parent, if it is deemed appropriate to do so.

34.2 Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

35. Referring to Children's Social Care

35.1 If required, information will be shared with children's social care immediately. Where a child is suffering, or is likely to suffer harm, the referral will to Children's Social Care will be made immediately. They will liaise with the school and possibly other agencies, such as the police where required. School may contact the police in an emergency or advised to by social care.

36. Multi-Agency Working

36.1 School has a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

36.2 Safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

36.3 It is especially important that school understands its role within the local safeguarding arrangements. Governing bodies, proprietors, and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements

36.4 The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies.

36.5 Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

36.6 The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

37. Identifying Children who may benefit from Early Help

37.1 Keeping Children Safe in Education (KCSiE 2025) defines early help as 'providing support as soon as a problem emerges, at any point in a child's life'. Staff should be aware that any child may benefit from early help but Keeping Children Safe in Education (KCSiE 2025) highlights that all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;

- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school;
- is at risk of exploitation, modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised into terrorism;
- has a family member or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and

37.2 If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (i.e. not a social worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including section 17.

38. Confidentiality & information sharing

38.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence. Staff should only discuss concerns with the DSL. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

38.2 Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. Information sharing also plays an important role in promoting children's welfare and supporting their educational outcomes. Staff should be proactive in sharing information by raising any concerns on CPOSM as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

38.3 When determining what information should be shared, staff and safeguarding leads will consider the relevance of the information to the safeguarding concern, what is necessary for

the recipient to know, and whether the information is sufficiently contextualised to support effective safeguarding decision-making. Professional judgement will be used to ensure information shared is focused, proportionate and relevant

38.4 The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Governing bodies and proprietors should understand their obligations to ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice

38.5 The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

38.6 Where a child leaves the school, the Designated Safeguarding Lead (or deputy) will ensure that the child protection file is transferred securely to the new school or college as soon as possible and within:

- 5 days for an in-year transfer; or
- the first 5 days of the start of a new term.

The safeguarding file will be transferred separately from the main pupil file and confirmation of receipt will be obtained.

38.7 The DSL will consider whether additional safeguarding information should be shared in advance to support risk assessment and provision of appropriate support at the receiving setting. Where appropriate, a discussion will take place between the DSLs of both settings.

38.8 The General Data Protection Regulation governs the means by which organisations comply with its requirements. The school acts as a data controller under this regulation but on occasions where concerns are raised share information with the third parties (data processors), such as social care and other safeguarding agencies. Under Article 23 derogations are outlined where exemptions from the GDPR transparency obligations and individual rights, but only where the restriction respects the essence of the individual's fundamental rights and freedoms. This allows necessary and proportionate measures to safeguard:

- national security

- defence
- public security
- the prevention, investigation, detection or prosecution of criminal offenses
- other important public interests economical or financial interests, including budgetary and taxation matters, public health and security
- the protection of judicial independence and proceedings
- breaches of ethics in regulated professions
- monitoring, inspection or regulatory functions connected to the exercise of official authority regarding
- security, defence, other important interests or crime/ethics prevention
- the protection of the individual or the rights and freedoms of others; or
- the enforcement of civil law matters.

38.9 Other derogations or exemptions contained in Chapter 9 include processing that relates to:

- freedom of expression and freedom of information
- public access to official documents
- national identification numbers
- processing of employee data
- processing for archiving purposes and for scientific or historical research and statistical purposes
- secrecy obligations
- churches and religious associations

38.10 Appropriate security measures are in place to protect personal data held. This is the integrity and confidentiality principle of GDPR, also known as security principle. When information is to be shared this will only be undertaken after:

- We have reviewed the purposes of our processing activities and selected the most appropriate lawful basis for each activity
- We have checked that the processing is necessary for the relevant purpose, and are satisfied that there is no other reasonable way to achieve that purpose
- We have documented our decision on which lawful basis applies to help demonstrate compliance
- We have included information about both the purposes of the processing and the lawful basis for the processing in our privacy notice
- Where we process special category data, we have also identified a condition for processing special category data, and have documented this
- Where we process criminal offense data we have also identified a condition for processing this data and have documented this.

38.11 The government have published a data tool kit which is guidance to support schools with data protection activity including compliance with the GDPR. Staff should also refer to the Information Commissioner's Office (ICO) guidance on sharing information to safeguard children

in the sector. The school will have regard to developments relating to the statutory Information Sharing Duty and will update procedures in line with future government guidance.

38.12

39. File Management & Transfer Procedures

39.1 At Abbey Primary School we use an electronic management and recording system for safeguarding called CPOMS. Information sharing decisions will be recorded, whether or not the decision is taken to share. Child protection information will be stored separately via CPOMS which meets the requirements of GDPR.

39.2 Information will be kept separate from the pupil's school file and the file will be 'tagged' to indicate that separate information is held. The Trust's Data Protection Policy and Privacy Notices detail the means by which data pertaining to individuals is processed and stored.

39.3 Abbey Primary School meets the Cyber security standards for schools[1]

39.4 When a paper copy of a safeguarding file is received for any new pupil, this is passed onto the DSL, who then scans all documents and then uploads onto the child's CPOMS system. Paper copy of the file will be shredded. Files which are particularly large, or contain items which cannot be scanned, will be kept in paper form in a secure filing cabinet. Files can be received electronically from schools with existing records on CPOMS. All receipts are sent to the outgoing school. A log of any conversation with the DSL of the previous school is kept on CPOMS.

39.5 When a child leaves the school, a copy of the safeguarding file is printed and sent to the new school via recorded delivery, alongside a delivery receipt. Where possible information transfers will be done securely online. For 'outgoing' children child protection files shall be transferred as soon as possible, but within 5 days for in-year transfers or within 5 days of the start of a new term. A record of any handover conversation is also kept. For any ongoing safeguarding concerns with a child, a meeting or handover in advance of the child leaving school may be carried out so support can be in place when the child arrives at the school. Files can be sent electronically to schools with [CPOMS]. In some cases, files are hand delivered. In these cases, they are packaged securely and kept within a tamper proof bag.

40. Why is all of this important?

40.1 Abbey Primary School realises the importance of its' role to ensure children receive the right help at the right time to address safeguarding risks, prevent issues escalating and promote children's welfare.

Part Three: Safeguarding Issues

1. Awareness

1.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Some children may have an increased risk of abuse. Many factors can contribute to an

[1] Cyber security standards for schools developed to help improve resilience against cyber attacks. Broader guidance on cyber security systems can be found at National Cyber Security Centre - NCSC

increased risk. When considering if a child is at risk, SEN needs and Disabilities must be considered but staff must not also assume that indicators of possible abuse such as unexplained and/or persistent absences from education, behaviour, mood and injury relate to the child's disability without further exploration. The list provided in Appendix D, gives examples of additionally vulnerable groups that we as an Academy will give special consideration too. However, this is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

1.2 Safeguarding issues all staff should be aware of include (but are not limited to) those described in the following paragraphs.

2. Child abduction and community safety incidents

2.1 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

2.2 Other community safety incidents near a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

2.3 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Parents are encouraged to notify school of any changes to the person who routinely collects their child from school. In the event of an unfamiliar adult arriving on the school premises to collect a child, a phone call home will be made before the child is released into the adult's care. If a parent wishes their child to walk home independently, they must email school detailing their request which will be stored on the school's management information system for reference. Passwords are also used in Foundation if someone other than the parent is picking up the child from school.

3. Children and the court system

3.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A guide to support children aged between 5-11 can be found here.

3.2 The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

3.3 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online information tool 'making child arrangements if you divorce or separate' with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

4. Parental Consent and Separated Parents

4.1 Where parents are separated, Abbey Primary School is not legally required to obtain consent from both parents for every activity. For routine matters, such as local educational visits,

consent from one parent with parental responsibility will generally be sufficient. For more significant decisions, such as residential visits, medical interventions or substantial changes to educational provision, the school may consider it appropriate to seek confirmation from all individuals known to hold parental responsibility, particularly where a court order, legal restriction or known dispute exists.

4.2 Where the school is aware of a disagreement between parents, it will consider the nature of the decision, any legal requirements, the terms of any court order and the best interests of the child before determining how to proceed. The school may seek legal advice where necessary. The existence of a disagreement between parents will not automatically prevent the school from carrying out its lawful duties or making decisions that are necessary and in the best interests of the child. The welfare of the child will remain the school's paramount consideration at all times.

4.3 Staff should refer to the Trust's Separated Parents Policy for detailed guidance on parental responsibility, communication with separated parents, information sharing, consent, court orders, attendance matters and the management of parental disputes. The Child Protection and Safeguarding Policy should be followed where any issue involving separated parents gives rise to safeguarding concerns or concerns regarding a child's welfare.

5. Modern Slavery

5.1 Modern slavery is a form of exploitation that includes human trafficking, slavery, servitude, forced or compulsory labour, criminal exploitation, financial exploitation and sexual exploitation. Children may be exploited for another person's gain through coercion, control, manipulation or abuse. Staff should be alert to signs of exploitation and report any concerns to a Designated Safeguarding Lead (DSL) immediately, who will consider appropriate referrals and support, including through Children's Social Care and the National Referral Mechanism (NRM) where appropriate. Further information is available via the DfE's Modern Slavery statutory guidance.

6. Child Sexual Exploitation (CSE)

6.1 The sexual exploitation of children and young people (CSE) under 18 is defined as that which:

6.2 'Involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities."

6.3 CSE is a form of sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (e.g. rape, oral sex or penetration with an object) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. Child sexual exploitation can also occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability' (Department for Education, 2012)

Who is at risk?

6.4 Child sexual exploitation can happen to any young person from any background. CSE can occur over time or be a one-off occurrence, which may happen without the child's immediate knowledge. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

6.5 The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so through coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face, and it can happen online. It can also occur between young people. It can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. Most sexual abuse is committed by those previously known to the victim.

6.6 In all its forms, CSE is child abuse and should be treated as a child safeguarding issue. Full details can be found on page 150 of KCSIE 2025 which gives further guidance.

7. Child Criminal Exploitation (CCE)

7.1 CCE is where an individual or group (including an organised network or gang, with which the victim may identify as being part of the group) takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

7.2 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing. Data shows children as young as 8 can become victims of CCE.

8. Child Financial Exploitation

8.1 Child financial exploitation may accompany other forms of exploitation, abuse and violence. For example, financial exploitation can be a feature of modern slavery, sexual exploitation and county lines activity, and may be used to control the victim (or their families) and prevent them from leaving the exploitative situation.

9. County Lines

9.1 Page 151 of KCSIE, 2025 document highlights how children can be at risk of exploitation in a geographically widespread form of abuse relating to drug and gang cultures. Children are moved around the area and in some cases across the country to carry drugs, money and other illegal activities. Further information is available in the document produced by the Home Office - Criminal Exploitation of children and vulnerable adults: County Lines guidance.

10. Preventing Radicalisation

10.1 Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed

the level of risk, and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

10.2 Statutory guidance has been published and is available here: https://www.gov.uk/government/publications/prevent-duty-guidance

10.3 If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact your regional police Prevent Team who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

10.4 Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence. Extremism is vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Terrorism is an action that endangers or causes serious damage to property; or seriously interferes or disrupts electronic system. The threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause. Schools have a duty to prevent children from being drawn into terrorism or being susceptible to radicalization. There are factors which may indicate concern.

10.5 The DSL will undertake Prevent awareness training and ensure staff have access to appropriate training to equip them to identify children at risk. Staff will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force. Governors and leaders will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

10.6 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour, which could indicate that they are in need of help or protection. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

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

- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

10.7 Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong. Staff should always act if they are worried. All staff are responsible as individuals to report any concerns and act proportionately alongside the designated safeguarding lead (or a deputy) making a Prevent referral.

11. Female Genital Mutilation (FGM)

11.1 Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

11.2 FGM typically takes place between birth and around 15 years old; however, it is believed that most cases happen between ages 5 and 8.

11.3 Risk factors for FGM include:

- Low level of integration into UK society.
- Mother or a sister who has undergone FGM.
- Girls who are withdrawn from PSHE.
- Visiting female elder from the country of origin.
- Being taken on a long holiday to the country of origin.
- Talk about a 'special' procedure to become a woman.

Symptoms of FGM

11.4 FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

11.5 Potential indications that FGM may have already taken place may include

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return.
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs.

11.6 The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

11.7 Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (KCSIE 2025 paragraph 42).

12. Honour-based Violence

12.1 So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse and illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

12.2 Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

13. Mental Health

13.1 All staff should be aware that mental health concerns can, in some cases, become safeguarding concerns. This may include self-harm, signs of an eating disorder, suicidal thoughts, suicidal ideation or behaviours that indicate a risk of suicide. Mental health difficulties can also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation or other adverse childhood experiences.

13.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. However, school staff are well placed to identify children whose behaviour, presentation or emotional wellbeing may suggest that they are experiencing mental health difficulties or may be at risk of developing them. School staff play an important role in the fulfilment of four key roles:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one
- Ensuring early targeted support is provided
- Liaison with/referral to specialist services where needed

13.3 Staff should be alert to potential warning signs which may indicate that a child is struggling with their mental health, including:

- Significant changes in behaviour or mood;
- Ongoing difficulties with sleep;
- Withdrawal from friends, activities or social situations;
- Loss of interest in activities they usually enjoy;
- Physical signs of self-harm;
- Expressions of hopelessness, suicidal thoughts or suicidal ideation;
- Signs of an eating disorder; or
- Neglect of personal care and wellbeing.

13.4 These signs do not necessarily mean that a child has a mental health condition or is at risk of suicide. However, recognising potential indicators enables staff to offer appropriate support and ensure timely intervention where concerns exist.

13.5 Where staff have concerns about a child's mental health, they should share these with the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with this policy. If the concern also constitutes a safeguarding concern, the school's child protection procedures must be followed.

13.6 Where a child is considered to be at immediate risk of harm, staff should seek urgent assistance by contacting emergency services (999) or ensuring the child receives immediate medical attention. Where urgent mental health support is required but the situation is not an emergency, support can be accessed through NHS 111, including the dedicated mental health option.

13.7 The school recognises the importance of promoting positive mental health and wellbeing and will work with pupils, families and external agencies, where appropriate, to identify needs early and ensure pupils receive the support they require. https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

14. Child on Child Abuse

14.1 All our staff should be aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school, including online. Child-on-child abuse is a safeguarding issue for both victim and alleged perpetrator. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond, including online. All our staff should be aware of the Trust's policy and procedures with regard to child-on-child abuse. Where there are any concerns (whether these concerns are thought to have taken place on or off-site) they should speak to their designated lead (or deputy).

14.2 As well as knowing how to respond to concerns, all staff should know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff should know that timely, evidence based support can be key to preventing children from going on to commit abuse or violence.

14.3 Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal (including written online) as well as physical abuse, which can happen inside and outside of school. Staff must challenge inappropriate behaviours between peers. Child on child abuse will not be tolerated or passed off as part of "banter", "just having a laugh" or "growing up". Downplaying certain behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.

14.4 We recognise that child on child abuse can manifest itself in many ways such as, but not limited to:

- bullying (including cyberbullying, prejudice-based 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 sexual violence);
- serious physical assault and harm, or the threat of harm with a weapon;
- 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 stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual making and/or sharing of nudes and semi nudes' images and or videos (known as making or sharing of nudes or semi-nudes). These include self-generated intimate images and AI-generated images and videos (including deepfakes). These were previously known as 'sexting';
- up skirting, (now a criminal offence) which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as making or sharing of nudes or semi-nudes); and
- 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).

14.5 In cases where child on child abuse is identified we will follow the procedures laid out in our child on child abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

14.6 Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy[2] anti-bullying policy, child protection policy and online safety, including approaches to filtering and monitoring, policy[3], although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures. It may be that offering support and disciplinary actions may occur at the same time, for instance, in the perpetrator's case.

14.7 Our child-on-child abuse policy includes the following information:

- Procedures to minimise the risk of child-on-child abuse.
- How allegations are recorded and dealt with.
- Clear processes as to how victims, perpetrators and any other children affected will be supported

14.8 Our child-on-child abuse policy covers all aspects of child-on-child abuse but concentrates on child-on-child abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on child-on-child abuse as set out in KCSiE (September 2025) and

[2] all schools are required to have a behaviour policy, further guidance can be found here

[3] Refer to the Department for Education's filtering and monitoring standards and plan technology for your school service

should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance. The school has also written this policy considering the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018.

15. Sexual violence and sexual harassment

15.1 Sexual violence and sexual harassment can occur between two children of any age and sex. Incidents of this nature could happen inside, outside of school or online. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

15.2 Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will adversely affect their educational attainment and will be worsened if the alleged perpetrator(s) attends the same school. Staff should be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment, and more likely it will be perpetrated by boys. Regardless of the sex of the victim, they should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report (pages 112 and 113 of KCSiE outlines possible support mechanisms for the victim). Abuse that occurs online or outside of the school should not be downplayed and treated equally seriously. A child may not disclose directly, and staff must be vigilant, and rather than waiting for a disclosure recognise that young people may not always make a direct report. Information may come from conversations overheard or observed behaviour changes.

[Abbey Primary School has a clear system in place for children to confidentially report abuse, knowing their concerns will be treated seriously. These are:

- If possible, managing reports with two members of staff present (preferably one should be the DSL)
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff will only share the report with those necessary to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. The best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. School is aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

15.3 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

15.4 The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

15.5 Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school will be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

15.6 The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

15.7 Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Via training and sharing

of key policies the school aims to ensure a calm, considered approach is taken. This will be done on a case by case basis. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between children;
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

15.8 The school is committed to working with safeguarding partners in managing such scenarios, in line with statutory guidance Working Together to Safeguard Children. The school may access the HSB toolkit to provide support, advice and information on prevention[4].

15.9 If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead will consider whether the child and/or person who made the allegation needs help or may have abused someone else and this is a cry for help. The school may consider whether the behaviour policy will be introduced at this stage.

16. Upskirting

16.1 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

[4] School may access the Shore Space online resource for older children to assist in the prevention of harmful sexual behaviour.

17. Serious violence

17.1 Schools are important places where important interventions can take place to prevent negative behavior, such as young people carrying a knife. Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. Depending on the risk assessed, designated safeguarding leads should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict. Designated safeguarding leads can find further guidance on referrals and when to contact the police in Annex B (Manage Referrals) of Keeping Children Safe in Education.

17.2 Preventing violence in schools and colleges can require a mix of universal, targeted or specialist interventions. School leaders should be able to:

- develop skills and knowledge to resolve conflict as part of the curriculum;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions; put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.;
- safeguard, and specifically organise child protection, when needed;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

17.3 Serious violence can often be associated with criminal exploitation. Risk factors strongly associated with serious youth violence may include:

- Disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending
- involvement in anti-social behaviour
- substance usage
- physical assault, carrying, threatening with, or using weapons often in the context of peer conflict or bullying
- aggression
- truancy/running away
- high or irregular attendance patterns
- low academic ability/learning disability

17.4 Further advice and information relating to this area is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

18. Contextual Safeguarding

18.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, should be considering the

context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

18.2 At Abbey Primary School, the predominant contextual safeguarding threats include e-safety, identity, diversity and consent. These are taught discretely within the school's bespoke PSHE scheme of work.

18.3 Children's social care assessments should consider such factors so it is important that schools and teachers provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

19. **Domestic Abuse**

19.1 The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

19.2 The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

a) physical or sexual abuse;
b) violent or threatening behaviour;
c) controlling or coercive behaviour;
d) economic/financial abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
e) psychological, emotional or other abuse.

19.3 People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

19.4

19.5 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting impact on children's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result

19.6 Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

20. Homelessness

20.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- being asked to leave their property

20.2 In most cases the school will consider homelessness in the context of children who live with their families, and intervention will be on that basis.

20.3 Where staff are concerned that a child might be at risk of being/becoming homeless, they must contact the Designated Safeguarding Lead as a matter of urgency.

21. Children Missing Education

21.1 The school response to children missing from education supports identifying a range of safeguarding issues and abuse; it also helps prevent the risk of children going missing in the future. This includes when problems are first emerging and pupils are persistently absent, helping prevent the risk of them becoming 'Missing in Education'. Also, where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

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

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families
- At risk of becoming, or are identified as homeless

21.3 Our Attendance Policy sets out our strategies for encouraging regular attendance and how we work with parents to address poor attendance. Attendance processes also reflect how the school will work with local authority children's services where school absence indicates safeguarding concerns. [5]The DSL, in conjunction with the attendance team, will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions, leaves school without a new

[5] In conjunction with the DfE's statutory guidance on school attendance 'Working together to improve school attendance'.

school being named and are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. At least two different contact numbers will be held on file for a child which can be accessed and used by the school in case of an absence/emergency

22. Part-Time Timetables

22.1 In accordance with Department for Education guidance (Working Together to Improve School Attendance, 2024), all pupils of compulsory school age are entitled to a full-time education. However, in very exceptional circumstances, a temporary part-time timetable may be implemented where it is demonstrably in the best interests of the child—for example, to support reintegration following illness, trauma, or prolonged absence

22.2 In all cases, such arrangements will be time-limited, clearly documented, including risk assessed (e.g. the risks of not being in school), part of a wider package of support and regularly reviewed, with a defined end date and a reintegration plan. Parental consent is required in writing.

22.3 The safeguarding implications of reduced timetables must be carefully considered and monitored throughout the duration of the arrangement

23. Looked After Children and previously looked after children

23.1 The most common reason for children becoming looked after is because of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The DSL has details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

23.2 When dealing with looked after children and previously looked after children, the school will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The school has a named designated teacher, who works with the Virtual School, to promote the educational achievement of pupils who are looked after, have left care through adoption, special guardianship, or child arrangement orders, or adopted from state care outside of England and Wales. The designated teacher has appropriate training, relevant qualifications, and experience.

24. Children with special educational needs and disabilities (SEND) or health issues.

24.1 The designated safeguarding lead and SENCo will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The school will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

24.2 Further information to support our families can be found via the following links:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)

- Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- NSPCC – Safeguarding children with special educational needs and disabilities (SEND) and NSPCC – Safeguarding child protection/deaf and disabled children and young people
-

25. Safeguarding children with medical conditions

25.1 The occurrence of an incident related to the management of a child or young person's medical condition (including allergies) would not, in itself, normally require a referral to local safeguarding partners. A safeguarding referral should only be considered where the incident raises concerns that the child or young person may be at increased risk of neglect, abuse, or exploitation, either within or outside their family, as a result of their medical condition. Examples may include situations where important information about a child or young person's medical condition has not been shared with the school, college, or setting, or where they are repeatedly sent without essential medication or treatment, placing their health, safety, or wellbeing at risk.
Further guidance can be found in *Supporting Pupils at School with Medical Conditions* and *Allergy Safety in Schools*, which set out the statutory expectations for supporting pupils with medical conditions and allergies in educational settings.

26. Children who are, or may be, lesbian, gay, bisexual, or gender questioning

26.1 The school recognises that some children may be questioning their gender and that these children may experience additional vulnerabilities, including mental health difficulties, family or peer relationship challenges, social isolation, or discriminatory bullying. The school will take steps to reduce barriers they may face and provide a safe, supportive environment in which they can speak openly with trusted members of staff. Staff will remain professionally curious about the child's wider circumstances and consider whether any safeguarding concerns are present. The fact that a child is questioning their gender does not, of itself, constitute a safeguarding concern. Our approach is age-appropriate and includes consideration of inclusion and respect within our Relationships Education, Relationships and Sex Education (RSE), PSHE curriculum, and assemblies. Our Behaviour Policy, Equality and Diversity Policy, Accessibility Policy, and Anti-Bullying Policy set out how we promote inclusion, support pupils, and address inappropriate behaviour

26.2 Where a child is questioning their gender, the school will take time to understand the child's wishes, feelings, and individual circumstances and will remain professionally curious about their broader experiences and any associated vulnerabilities. For families and carers making decisions about support for a gender-questioning child, the school will encourage appropriate clinical advice to be sought. The school will adopt a cautious approach, working in partnership with parents/carers (except in the exceptionally rare circumstances where involving a parent/carer would place the child at risk of significant harm), taking account of any available clinical advice and considering wider wellbeing and safeguarding needs, including the risk of bullying, discrimination, abuse, neglect, exploitation, or unmet mental health needs. The school will refer to the Guidance for Schools in Relation to Gender Questioning Children when considering how best to respond.

26.3 . In accordance with current statutory guidance, decisions relating to support for gender-questioning children will take account of safeguarding, wellbeing, privacy, dignity, the rights of all pupils and any relevant legal requirements regarding single-sex spaces and facilities.

27. **Children with Family Members in Prison**

27.1 Children with a parent or carer in custody may experience emotional, social and economic difficulties and may require additional pastoral and safeguarding support.

28. **Online Safety**

28.1 The government has published a guidance document 'Teaching online safety in school (DfE, June 2019). It outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online.

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

28.3 Staff should be aware that AI-generated content, including manipulated images ("deepfakes"), can be used to facilitate bullying, harassment, exploitation and sexual abuse and should be treated as a safeguarding concern where appropriate. Guidance on the use of Generative AI (either teacher or pupil facing) can be found at Generative artificial intelligence in education

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

- Content: being exposed to illegal, inappropriate or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories;
- Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, those generated using AI and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

28.5 Abbey Primary School is doing all that they reasonably can to limit children's exposure to the above. The school's governing body ensures appropriate filters and appropriate monitoring systems are in place. The Headteacher/DSL are notified if the filter has stopped access to a website deemed potentially harmful/ inappropriate. It is the DSL/Headteacher's role to provide

the ICT Company with a list of topics which would cause such alarm and which they would need notifying on should these be accessed by a pupil/ staff member. If a staff member becomes concerned about a pupil or staff member's online activity, then they should report their concerns following safeguarding reporting procedures or follow the whistleblowing procedures.

28.6 All ONE Academy Trust schools are mobile free environments during the school day by default. Further information can be found within Abbey Primary School's Mobile Phone Policy. No child in school should have access to a mobile phone during the school day; children who bring a mobile phone to school must hand it into their teacher upon entry into school so that it can be locked away during the day.

28.7 Staff are not to use mobile phones (work or personal devices) for personal reasons in areas where or when children are present and/or during working time in accordance with the ONE Academy Trust Acceptable Use of IT policy. Social media sites must not be left 'running in the background'. The use of personal mobile phones, digital cameras or wearable technology such as smartwatches for taking photographs/videos of pupils is not permitted.

28.8 The ONE Academy Trust Acceptable Use of IT policy, Use of AI policy and our school's e-safety policy cover all aspects of online safety and are compliant with the statutory guidance on online safety & child-on-child abuse as set out in KCSiE 2025, as well as taking into account the DfE guidance 'Teaching Online Safety in Schools' (June 2019) and both the Department for Education's published filtering and monitoring standards and Generative AI: product safety expectations. This policy is available from our website.

28.9 Where children are being asked to learn online at home, the department has provided advice to support schools to do so safely.

28.10 Our school will be in regular contact with parents and carers, through which we will aim to reinforce the importance of children being safe online. Through these communications, we will regularly update parents/carers with information about what the children are being asked to do online and associated sites in use.

29. Elective home education.

29.1 Where a parent/carer has expressed their intention to remove a child from school to educate at home, the school will co-ordinate a meeting with the parents/ carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker or is vulnerable. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the [Nottinghamshire] system

Appendix A: Identifying Concerns and the four categories of abuse

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will
be familiar with procedures to be followed.

Staff who regularly come into contact with children are aware of the DfE guidance 'What to do if you're worried a child is being abused'. Staff understand that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Indicators of abuse and neglect

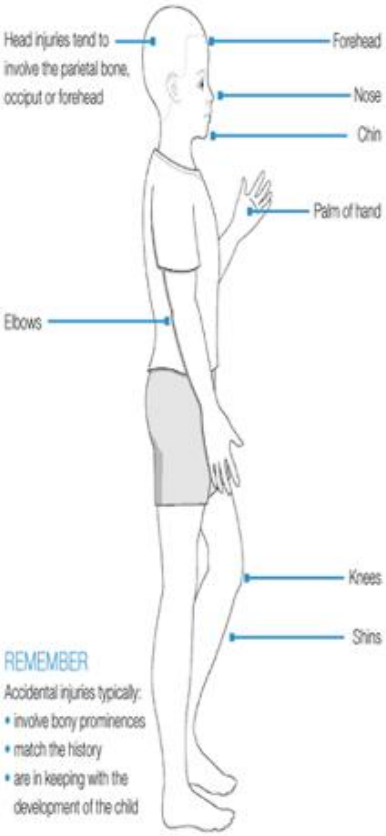
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in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

Physical abuse: 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.

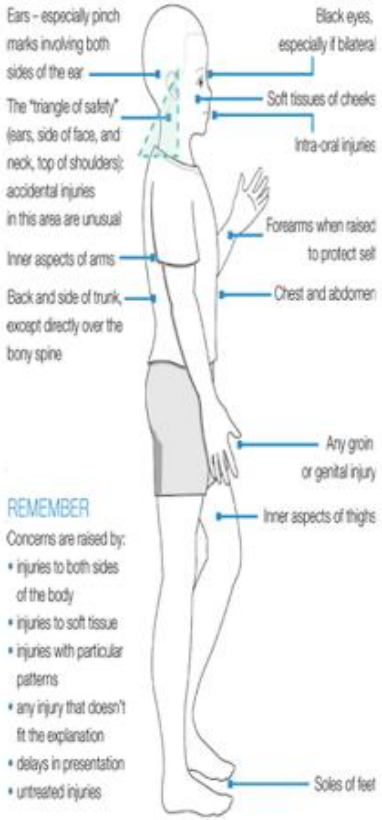
Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained bruises or cuts, burns or scalds; or bite mark
- Parent gives an explanation inconsistent with the injury or gives several different explanations.
- Children with aggressive behaviour

Typical features of accidental injuries



Typical features of non-accidental injury



Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on their 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 include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 beyond a child's developmental capability, overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

Signs of emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.
- Developmental delay, attachment issues, aggressive behaviour, watchfulness or stillness
- Low self-esteem, withdrawn or loner, difficulty in forming relationships.

Sexual Abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape,oral sex or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue covered under the umbrella of Child on Child Abuse. This is covered elsewhere within the policy also separately within ONE Academy Trust's Child on Child Abuse Policy.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;

- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.
- Self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes – Sports/PE
- Pain or itching in genital areas, blood on underclothes, bruising in genital region and / or inner thighs.

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

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Poor attendance or non-attendance at school;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort

- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Departmental advice 'What to do if you are worried a child is being abused - Advice for practitioners' provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Appendix B - Terminology

Child includes anyone under the age of 18.
Must - We use the term “must” when the person in question is legally required to do something
Should – we use the term ‘should’ when the advice set out should be followed unless there is good reason not to.
Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best outcomes.
Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
DSL refers to the designated safeguarding lead at the school
Deputy DSL refers to the deputy designated safeguarding lead at the school
Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
Local Authority Designated Officer (LADO)- is set out in HM Government Guidance Working Together to Safeguard Children (2019). It someone involved from the initial phase of the allegation through to the conclusion of the case.
Regulated Activity - In summary, a person will be engaging in regulated activity with children if, as a result of their work, they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children;
- will be working on a regular basis in a specified establishment, such as a school, for or in connection with the purposes of the establishment, where the work gives opportunity for contact with children; or
- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

Supervision – the act of watching a person, group or activity and making certain that everything is done correctly, safely etc.

Appendix C - Contact Details

Service	Contact Details
School Designated Safeguarding Lead	**Miss Kelly McKeeman** **office@abbey.notts.sch.uk** **01623 481117**
School Deputy Designated Safeguarding Lead	**Mr Neil Harris** **office@abbey.notts.sch.uk** **01623 481117**
Designated Governor for Child Protection/Safeguarding	**Mr Martyn Bowler** **MBowler@abbey.notts.sch.uk** **01623 481117**
Attendance Officer	**Mrs. Jennifer Warren** **Office@abbey.notts.sch.uk** **01623 481117**
LA Safeguarding Children in Education Officer	**Cheryl Stollery** **0115 8041047**
LA 'Local Authority Designated Officer'	**Eva Callaghan** **or covering LADO** **0115 8041272**
MASH (Multi-agency Safeguarding Hub)	**0300 500 80 90**
Emergency Duty Team (Children's Social care)	**Outside of office hours** **0300 456 4546**
National Helplines	
Female Genital Mutilation National Helpline	08080283550
Prevent National Helpline	02073407264 https://report-extremism.education.gov.uk/
NSPCC Whistle Blowing Advice Line	08000280285
Forced Marriage Unit	020 7008 0151 or email fmu@fco.gov.uk.
Modern Slavery Helpline	0800 0121700 https://www.modernslaveryhelpline.org/
NSPCC Website	https://www.nspcc.org.uk/
Mental Health Support in Schools	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Public Health England	https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview

Appendix D - Children who may be particularly vulnerable KCSiE 2026

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- children who need a social worker
- Elective home educators
- Children requiring mental health support
- Looked after children and previously looked after children
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.
- At risk of so-called honour-based violence
- Missing in education
- Have family members in prison
- At risk of child criminal exploitation and/or county lines
- Affected by homelessness
- Affected by the court system
- Affected by domestic abuse

Appendix E - User guide for CPOMS

Reporting a Safeguarding Concern – Guidance for staff

All safeguarding incidents should be reported online using the CPOMs website. CPOMs enables you to report any safeguarding concern.

If, at any point, there is a risk of immediate serious harm to a pupil, you must inform a DSL IMMEDIATELY.

To report a concern:

- **Ensure that you select the most relevant accurate code for the concern you are about to write. It is important for analysis purposes that only one given code is selected.**

- **Ensure that you select the correct time to correspond with the incident or conversation.**

- **Begin your entry with a capitalised caption which summarises the nature of your entry. E.g. NOT EATEN BREAKFAST.**

- **Miss a line and then write more detail, giving the child's actual words in inverted commas, if relevant. This needs to be detailed, but it needs to be succinct. Only write facts of the incident and not personal opinions and thoughts.**

Remember, that if there is a risk of immediate serious harm the DSL should be personally informed IMMEDIATELY. Do not delay informing the DSL simply to record the concern; this can be done retrospectively.

Appendix F – Safeguarding Flow Chart

SCHOOL SAFEGUARDING PROCEDURES

This flowchart explains the procedures all adults must follow if they are worried that a child is being abused or at risk of harm or neglect.

Designated Safeguarding Lead:

Kelly McKeeman

Deputy Designated Safeguarding Leads:

Neil Harris

Rachel Wolfe

Aimee Chick

Laura Townsend

Jennifer Warren

If you have a concern about a child's welfare, log this on CPOMs. If your concern is urgent, inform DSL and/or a Deputy DSL immediately. The DSL/s will make a decision to:

MONITOR concern
Key staff monitor child and feedback to DSL(s) within agreed time frame. Decision may be made to refer at a later stage.

DISCUSS concern
Informal discussion between DSL(s) and/or class teacher and parents/carers.

REFER concern
Concern meets threshold for referral to outside agencies including Early Help services and Social Care.

REVIEW concern
Following discussion, DSL(s) decide to monitor, refer, or discuss further with parents/carers.

RECORD
At all times, the concern, discussion, decisions and reasons for decision will be recorded on CPOMs

Keeping Children Safe in Education emphasises that anyone can contact children's social care if they are concerned about a child.

You can also contact the NSPCC Whistleblowing Advice Line:
0800 028 0285

ALLEGATIONS OF ABUSE

Should you have a concern regarding a potential allegation of abuse by a member of school staff. Inform Neil Harris, Headteacher, as soon as possible. Should you have a concern regarding the headteacher and a potential allegation of abuse by them, please contact Graham Boyd (ONE Academy Trust CEO) or Jeannie Haight (ONE Academy Trust Vice-CEO) as soon as possible.

Safeguarding Governor:
Martyn Bowler

REFERRAL CONTACTS:

Multi-Agency Safeguarding Hub (MASH)
0300 500 80 90

Local Authority Designated Officer (concerns about adults who work with children)
Referrals now via online form
Eva Callaghan 0115 804 1498
lado@nottscc.gov.uk

Safeguarding Children in Education Officer
Moira Loadman 0115 804 2525

FGM Helpline
0808 028 35 50

National Police Prevent Helpline
0800 011 3764

If a child is at immediate risk, dial 999.

Safeguarding is everyone's responsibility. IT COULD HAPPEN HERE

Updated September 2026

Appendix G- Reporting Incidents Sheet (Should CPOMs be Offline)

Emergency Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to a Designated Safeguarding Lead if they have a safeguarding concern and if CPOMs is not working. This needs to be completed before you leave site, or sooner, in the case of a serious concern.

Information Required	**Enter Information Here**
Full name of child	
Date of birth	
Class/year group	
Your name	
Nature of concern/disclosure *Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.* *[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]* *[Make it clear if you have a raised a concern about a similar issue previously]*	
Time & date of incident:	
Name and position of the person you passing this information to.	
Your signature	

Table of substantive changes from September 2025

Where	What
Overall	Reference made to updated Keeping Children Safe in Education Guidance 2025 and updated paragraph references Updated links to key departmental guidance
Part One: Policy Overview	
Alternative Provision	
Pg. 22	Further information added to clarify the school's responsibilities and expectations regarding the usage of alternative provision.
Part Two: Child Protection Procedures	
File Management and Transfer Procedures	
Pg 31	New footnote added containing link to National Cyber Security Centre - NCSC
Part three: Safeguarding issues	
Parental Consent and Separated Parents	
Pg 33	New paragraph inserted
Part-Time Timetables	
Pg 43	New paragraph linked to part-time timetable usage
Children Missing in Education	
Pg 43	Insertion highlighting that school attendance processes will align with local authority children's services where attendance becomes a safeguarding concern. New footnote added containing link to the DfE's statutory guidance 'Working together to improve school attendance'.
Child on child abuse	
Pg 37	Footnote link added to the DfE self assessment ('plan technology for your school service') against the filtering and monitoring standards
Sexual violence and harassment	
Pg 40	Link added to the HSB toolkit and a footnote inclusion referencing Shore Space online resource
Online Safety.	
Pg 44	Updated to clarify misinformation, disinformation and conspiracy theories are safeguarding harms
Pg 44	Updated reference to the Trust's 'Use of AI Policy' and link to the DfE's guidance on the use of generative AI in education (2025)