

Child Protection Policy and Safeguarding Policy

November 2025

Carterhatch



Infant School

Approved By Governing Body:

Headteacher: Sarah Clements

Review Date: November 2026

Review and Adopted: Autumn 25

Policy Review

This policy will be reviewed in full by the Governing Body no less than annually.

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Key Contacts: The designated member of staff is Sarah Clements. She co-ordinates all issues relating to safeguarding children. Any concerns about a child's safety or welfare should be reported to Sarah.

- In Sarah's absence, the deputy designated member of staff is Rebecca Castle.
- **Niamh Bays is the named governor for safeguarding issues.** She has attended designated child protection training. She monitors the school's safeguarding policy and procedures through the termly Headteacher's report, termly returns to the local authority and through monitoring visits to the school.
- The safeguarding team also includes Sandra O'Driscoll (**Family Support Worker**) and **Sharon Kingham (Business Manager)**. Along with the DSL, the team have regular safeguarding/early help meetings to discuss safeguarding concerns logged and children we are monitoring.
- Our designated child protection staff undertake training every two years.

Safeguarding Team



Sarah Clements
Co-Head
Designated CP Lead



Rebecca Castle
SENDco and LAC/PLAC Lead
Deputy CP Lead



Sandra O'Driscoll
Family Support Worker



Sharon Kingham
(Business Manager)

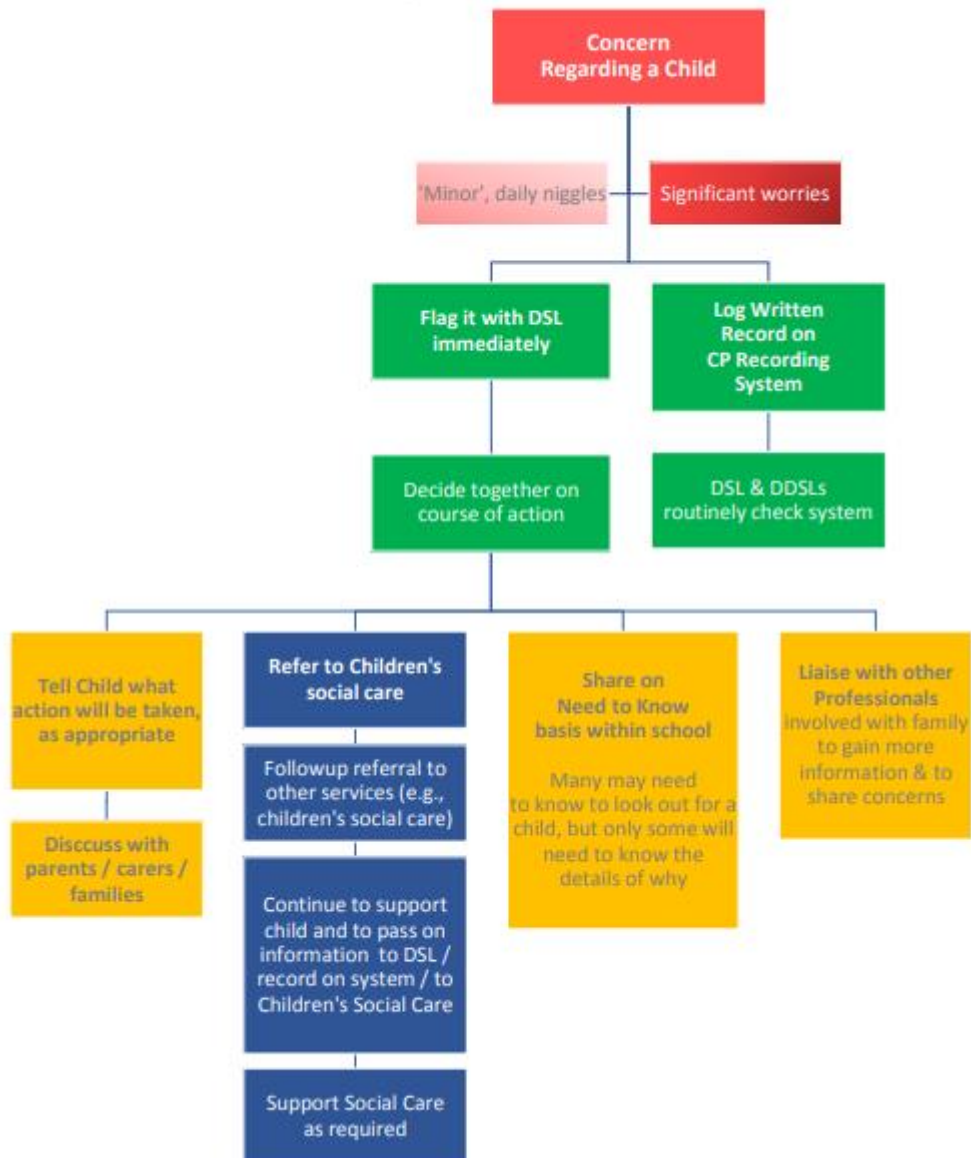
Chair of Governors	Tracey Charles (Details can be obtained from main office)
Safeguarding Link Governor	Niamh Bays (Details can be obtained from main office)

All Designated Members of the Safeguard team will have a red lanyard, so they are easy to identify. You can contact them on 0208 804 6886 or office@carterhatch-inf.enfield.sch.uk

Other Contacts

ROLE/ORGANISATION	NAME AND CONTACT DETAILS
Named person for Allegations Against Staff and Volunteers (Headteacher)	Sarah Clements
E-safety co-ordinator	Sharon Kingham and Vikky Davis
Local Authority Designated Officer (LADO)	020 8379 4392 safeguardingservice@enfield.gov.uk
MASH Duty Line	0208 379 5555 (Mon to Fri 9am to 5pm) childrensmash@enfield.gov.uk Emergency Duty Team (Out of hours, including weekends) 0208 379 1000 Please do not use this number if a child needs immediate assistance from Police or Ambulance Services. In these cases, call 999.
Making a MASH referral.	On-line Mash Referral https://www.enfield.gov.uk/safeguardingenfield/making-a-safeguarding-referral/childrens-multi-agency-safeguarding-hub
Prevent referrals and advice.	Contact the Prevent team: Act Early website: ACT Early Prevent radicalisation ACT Early Support Line on 0800 011 3764 prevent@enfield.gov.uk

Procedures for Reporting Concerns in Setting



1. Procedures for Reporting a Concern

Referrals to the MASH should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so. It is good practice to notify MASH by phone and/or email to discuss the situation prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to decide if they need to see the child that same day in school, if deemed necessary.

The DSL team takes responsibility for the referral process, in consultation with staff who know the child. There are circumstances where another member of staff must refer without delay:

- If for some reason (e.g. during the summer break), the DSL or members of the safeguard team is not available, the referral should be made without delay by any other member of school staff.
- If you disagree with your DSL's decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so.

Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible.

2.1 Notifying parents or carers

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

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

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

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

The DSL will, along with any relevant agencies;

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

(The above will be decided on a case-by-case basis):

2.2 Confidentiality

Timely information sharing is essential to effective safeguarding and the fear of sharing information must not be allowed to prevent the promotion of the welfare of any child. The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL.

2.3 DSL Decision-Making

DSLs and staff involved will decide together how best to proceed to support the child and to mitigate the risk. DSLs can consult with MASH at any point.

Important contact details can be found on Page 3 of this document.

Options for action are:

Pastoral Care	Keeping Children Safe in Education acknowledges the casework that schools undertake on a pastoral level. This includes managing any support for the child internally via the school's own pastoral support processes. If pastoral staff are engaged, they must work alongside safeguarding staff, and DSLs would take the lead on decisions about progressing a case.
Early Help (MASH)	Schools can refer children and families for early help assessment and support, with the informed consent of parents.
Referral to statutory services (MASH)	A referral must be made to MASH/children's social care (and if appropriate the police) immediately if the child is: • A child in need; defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled • Suffering, or likely to suffer harm.
Allegation of harm to a child by a practitioner	If the alleged harm to a child is caused by a practitioner or a volunteer, the headteacher should be notified immediately and LADO should be consulted.

Following several cases nationally where senior leaders in schools failed to act upon concerns raised by staff, [Keeping Children Safe in Education](#) emphasises that any member of staff must contact and/or make a referral to Children's Social Care if they are concerned about a child.

2. Legislation and statutory guidance

This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004 and related guidance. The guidance includes.

[Keeping Children Safe in Education 2025](#)

[Working Together to Safeguard Children \(Dec 23, last updated June 25\)](#)

[Behaviour in Schools \(February 2024\)](#)

[Children's social care national framework \(Dec 23, last updated July 25\)](#)

[Early Years and Foundation Stage Framework \(July 25\)](#)

[Framework for the Assessment of Children in Need and their Families \(2000\)](#)

[Generative artificial intelligence \(AI\) in education \(June 25, updated Aug 25\)](#)

[Information sharing for safeguarding practitioners \(April 24\)](#)

[Meeting digital and technology standards in schools and colleges \(March 22, updated March 25\)](#)

[Multi-agency statutory guidance on female genital mutilation \(July 20\)](#)

[Ofsted Education Inspection Framework 2019 \(revised July 23\)](#)

[Ofsted School Inspection Handbook \(last updated Sept 24\)](#) Awaiting updates Autumn 25

[Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head tole extension \(March 2024, updated July 25\)](#)

[Relationship and sex education \(RSE\) and health education \(June 19, updated July 25\)](#)

[Sharing nudes and semi-nudes for education settings working with children and young people \(March 24\)](#)

[The Education \(Independent School Standards\) Regulations \(2014\)](#)

[The Mon-Maintained Special Schools \(England Regulations \(2015\)](#)

[The Prevent Duty Guidance \(Jan 24\)](#)

[Working together to improve attendance \(Aug 24, statutory 25\)](#)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques.
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race).
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the 2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

3. Definitions

Safeguarding and promoting the welfare of children means:

- . Protecting children from maltreatment
- . Preventing impairment of children's mental and physical health or development
- . Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- . Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

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

- . The London Borough of Enfield
- . North Central London Integrated Care Board
- . The Metropolitan Police Commander for Enfield and Haringey

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

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

5. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face, in accordance with [The Human Rights Act 1998](#) and [The Equality Act 2010](#).

We give special consideration to children who:

- . Have special educational needs and/or disabilities (SEND) or health conditions.
- . Are young carers.
- . May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- . Have English as an additional language.

- . Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- . Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- . Are asylum seekers.
- . Are at risk due to either their own or a family member's mental health needs.
- . Are looked after or previously looked after.
- . Are missing or absent from education for prolonged periods and/or repeat occasions.
- . Whose parent/carer has expressed an intention to remove them from school to be home educated.

6. Aims and Ethos

Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. We believe that all children have a right to be safe and should be protected from all forms of abuse and neglect.

Safeguarding is everyone's responsibility. All members of staff are committed to recognising and reporting all concerns relating to child well-being and are vigilant in spotting signs of abuse and maltreatment. As such, we promise to have an open and positive culture around safeguarding that puts children's interests first. This means we:

- protect children from serious harm, both online and offline
- are vigilant, maintaining an attitude of 'it could happen here'
- understand and follow our school policies and procedures
- are open and transparent, sharing information with others and actively seeking expert advice when required
- work together with other agencies when appropriate to make sure that support for children, young people and families is effective and supports improved outcomes
- ensure that all those who work with children are trained well so that they understand their statutory safeguarding duties and responsibilities and the systems and processes that the school operates and are empowered to 'speak out' where there may be concerns
- promote an open and listening culture where everyone can voice concerns in the knowledge they will be believed, helped and supported.

7. Safeguarding Policies

Appropriate policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are stored on our school electronic safeguard system for staff to access. It includes policies and documents such as Safeguarding/Child Protection Policy, Keeping Children Safe in Education, Attendance Policy linked with 'Children Missing in Education', Medical Needs, Code of Conduct, which amongst other things include - acceptable use of technologies and communications, including the use of social media.

Induction of New Staff – Policies linked to safeguarding

As part of their induction, new staff are provided with the following policies;

1. Welcome to Carterhatch (welcome, Carterhatch Bus, child protection procedures)
2. General school and employment information
3. Health and Safety Policy
4. Safeguarding checks

5. Stress Risk Assessment
6. Evacuation procedures
7. Privacy Notice
8. GDPR
9. Whistle blowing policy
10. Code of conduct
11. Child protection policy
12. Online safety policy
13. Gentle holding policy
14. Use of reasonable force
15. Attendance and punctuality policy
16. Behaviour policy
17. Keeping children safe in education
18. Cyber Security
19. Personal and Intimate Care/Welfare
20. Relationship and Sex Education (RSHE)
21. Special Educational Needs
23. Medical Needs and Administering Medication.
24. Managing Asthma in School
25. Allergen and Anaphylaxis

Staff must sign to state that they have read and understood each section.

Informing staff and others of our child protection policy.

- All staff will be provided with a copy of this policy via our safeguard system. Our system logs when a policy has not been downloaded by staff. The policy will also be available in the staff room and the school website. Frequent Q&A questions will monitor if staff have read and understood the policy.
- Visitors to the school site will be given a leaflet detailing our safeguarding arrangements, which also covers fire safety, first aid and health & safety.
- Parents/carers can obtain a copy of the policy from our school website, together with other related policies. Additionally, these and other policies are available from the school office on request. A link will also be added to one of our autumn term newsletters.

We take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.

Sharon Kingham (Business Manager) is responsible for the induction of new staff and sharing policies.

Sandra O'Driscoll is responsible for the induction of new staff and volunteers regarding the procedures they follow if they have a concern about a child. This will include training on our safeguard system.

8. Roles and responsibilities

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

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

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing children for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- . Behaviour policy
- . Pastoral support system
- . Planned programme of relationships, sex and health education

8.1 All staff

All staff will

- . Read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 25](#), and review this guidance at least annually.
- . Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. (Our system reports when they have read the document).
- . Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online).
- . Provide a safe space for vulnerable pupils to speak out and share their concerns.

All staff will be aware of and understand:

- . The school systems which support safeguarding, including this child protection and safeguarding policy, the Staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL), the Behaviour Policy, the Online Safety Policy and the safeguarding response to children who go missing from education.
- . The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- . The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- . What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- . The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- . The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- . The fact that children can be at risk of harm inside and outside of their home, at school and online.
- . The fact that children from vulnerable groups can be targeted by other children.
- . What to look for to identify children who need help or protection.

8.2 The designated safeguarding lead (DSL and deputy designated safeguarding lead (DDSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school, supported by one or more Deputy Designated Safeguarding Leads (DDSL). This includes online safety, including understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

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

- . Provide advice and support to other staff on child welfare and child protection matters.
- . Take part in strategy discussions and inter-agency meetings and/or support other staff and members of the safeguard team to do so.
- . Contribute to the assessment of children.
- . Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- . Have a good understanding of harmful sexual behaviour.
- . Lead on online safety, including overseeing filtering and monitoring systems and processes in place at our school.

The DSL will also:

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

8.3 The governing board

The governing board will:

- . Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- . Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- . Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- . Appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- . Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.

- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff.

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The chair of governors will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate.

All governors will read Keeping Children Safe in Education (At least part 1 and 2)

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

- Ensuring that staff (including temporary staff, contractors and volunteers):
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.

- . Ensuring the relevant staffing ratios are met, where applicable.
- . Overseeing the safe use of technology, mobile phones and cameras in the setting.

8.5 Children and Young People

Children and young people (learners) have a right to:

- To feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings considered.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

8.6 Parents and Carers

- Parents/carers have a responsibility to:
- Understand and adhere to the relevant school policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
- Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

8.7 Volunteers, non-contracted staff and visitors

- Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by a member of the Designated Safeguarding team, usually Sandra O'Driscoll during induction. It would be the DSL or Deputy DSL if Sandra is absent.
- All visitors to the school will receive the school's safeguarding/child protection leaflet that outlines the process for reporting concerns, who the DSLs are and what to watch out for.

All visitors to our school will have a yellow lanyard so they are easy to identify.

9. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. **Refer to appendix 1** for support and guidance on recognising possible abuse.

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

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

Key contacts are included on Page 3 of this document.

Tell the DSL as soon as possible if you make a referral directly.

9.2 If a child makes a disclosure to you

All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child, please report it to the designated safeguarding leads or a member of the safeguarding team.

- The concern may be something specific that a child or another adult has disclosed, or it may be something that has been observed by the member of staff.
- The concern must be logged on our on-line child protection system. Visitors to our school will continue to record concerns on our **green child protection forms** and give it to the DSL. These

can be found in blue boxes located on the walls in corridors and outside the headteachers office.

- The staff member/visitor will need to record all the facts, events and conversations as soon as possible, making sure the child is firstly safe and secure. Do not delay as this may mean we put a child at further risk.
- Make sure your incident report is accurate and thorough. Only record the facts as the child presents them and be clear where you may be giving a personal opinion.
- If SLT are not contactable there will be a named person identified on the bulletin or on the board in the staff room. Any child protection concerns should be referred to this named person.
- If no named members of staff can be contacted and you are left to deal with a situation that needs immediate action, make sure that at least one other member of staff is able to stay with you to look after the child(ren) then contact MASH for advice using one of the telephone numbers on **page 3**.
- If a child is in immediate danger or is at risk of harm a referral should be made to MASH and/or the police immediately.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell someone; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

During conversations with children, staff will ensure the following:

- Listen and believe them. Allow a child to speak freely. Remember your role is a listening role, Do not interrupt the child if they are freely recalling a significant event.
- Remain calm and do not show that you are shocked or upset.
- 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’.
- Reflect back using their language.
- Allow the child to say as much or as little as they want to.
- Don’t ask any leading questions based on your assumptions that could be putting words into the child’s mouth.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the child’s mother think about it. Any questions that may be needed to clarify what the child is saying should be framed in an open manner and not lead the child in any way.
- Ask open questions for clarification if you’re not sure exactly what the child is telling you (E.g. “Tell me what happened.”) but be very careful when doing this – don’t ask any more questions than you need to. Advice about what to say to children is on the green child protection concern forms located in the blue boxes around the school – TED Questions ‘Tell, Explain, Describe’.
- Don’t be afraid of silences.
- Do not automatically offer any physical touch as comfort as the child may not want you to comfort them physically.
- Do not tell the child they should have told somebody about it earlier e.g. 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.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child’s own words, stick to the facts.

Remember the following points:

- Speak to Sarah Clements or one of the safeguarding team If you are unsure about whether to report an incident or not. Any concern or information you might have could be an important contribution to a bigger picture of concern about a child.
- Never take photos of any injuries a child has.
- **If you feel a child is in immediate danger you must inform the DSL or member of the safeguard team immediately.** At times we need to involve and wait for the police and social care to arrive to talk to the children. This becomes difficult if it is late in the day and we have to tell the parents that they can't take their child home until a social worker, or the police arrive. It is also distressing and upsetting for the child as they see other children go home.
- These matters are confidential and should not be discussed with anyone other than the DSL or other designated staff(as noted above).
- Staff members must not speak to parents unless directed by the Designated Safeguarding Lead.

Bear in mind that some children may:

- face additional barriers to telling someone, and that you will need to make adjustments to support them (refer to section below for SEND and LAC)
- not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- not recognise their experiences as harmful
- feel embarrassed, humiliated or threatened.

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

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

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

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

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

9.4 Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

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

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

9.5 Early Help

'Early Help' means providing support as soon as a problem emerges at any point or stage of development of a child's life.

If an early help assessment is appropriate, someone from the safeguard team will 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.

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

Any child may benefit from early help, but in particular, staff will be alert to the potential need for early help for the following children:

- Are disabled and has specific additional needs.
- Have SEND (whether or not they have a statutory EHC plan).
- Have a mental health need.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing/going missing from care or from home.
- Are at risk of modern slavery, trafficking or sexual or criminal exploitation.
- Are in a family circumstance presenting challenges such as drug and alcohol misuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Has a family member in prison, or is affected by parental offending.
- Has returned home to their family from care.
- Are privately fostered.
- Is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage.
- Persistently absent from education, including persistent absences for part of the school day.

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

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

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

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

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

Refer to **appendix 2** for more indicators of FGM.

9.7 If you have concerns about extremism

The school is clear that extremism should be viewed as a safeguarding concern.

- All children and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- We seek to protect children against the messages of all violent extremism.
- The school will improve staff's awareness of radicalisation through 'Prevent' training.
- Our school curriculum promotes the fundamental British values of democracy. Further information on this can be found on the school website in the 'About Us' section.

Notice, Check, Share

Staff should:

- **Notice:** Identify signs of vulnerability or concerning behaviour (e.g., expressing extremist views, isolating themselves, sudden changes in attitude).
- **Check:** Speak with the Designated Safeguarding Lead (DSL) to review the concern and gather context.
- **Share:** Record the concern and share it with the DSL for further action. [\[gov.uk\]](https://www.gov.uk)

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

Contact the Prevent team:

Act Early website: [ACT Early | Prevent radicalisation](#) ACT Early Support Line on **0800 011 3764**
prevent@enfield.gov.uk.

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

In an emergency, call 999 if you:

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

9.8 If you have a concern about mental health

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, it should be reporting using our school safeguarding system. Further support needed could be internal or external.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

9.9 Specific Safeguarding Issues

Specific Safeguarding Issues: Child Sexual Exploitation, Upskirting, Child Criminal Exploitation: County Lines, Forced Marriage, Female Genital Mutilation (FGM), Breast ironing, Child on Child Abuse, So-Called 'Honour Based Violence', Sexting. [Refer to appendix 3](#)

10. Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible.

Where there are concerns/allegations about the headteacher then it has to be referred to the chair of governors (Tracey Charles). They will consult with Enfield's Local Authority Designated Officer (LADO) for Safeguarding and Child Protection. Governor's details can be obtained by the office staff.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO). Contact details can be found on [page 3](#) of this document.

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

10.1 Whistle blowing

- All staff, supply staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The NSPCC now have a dedicated helpline. Staff can call 0800 028 0285-line is available from 8:00 AM to 8:00PM , Monday to Friday and email : help@nspcc.org.uk –
- Staff have copies of our whistle blowing policy. There is also a copy located in the staffroom and on our school safeguard system.
- Refer to details on low level concerns [Appendix 4: Allegations Against Staff \(Low Level Concerns\) Policy](#)

10.2 Dealing with allegations of abuse against staff

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. We will also consider referring the matter to the Teacher Regulation Agency (TRA) for consideration for a prohibition order. We will liaise with LADO on such matters. We would also liaise with LADO if we were concerned about the welfare of other children in the community following a staff member's suspension.

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

11. Allegations of abuse made against other pupils

At Carterhatch Infant School we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of children hurting other children will be dealt with under our anti-bullying policy and relational response policy (behaviour policy), but this child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- . is serious, and potentially a criminal offence.
- . could put children in the school at risk.
- . violent act.
- . involves pupils being forced to use drugs or alcohol.
- . involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Examples of Child-on-Child Abuse

- Bullying (including cyber bullying, prejudice based and discriminatory bullying);
- Physical Abuse
- Up-skirting - typically involves taking a picture under a person's clothing without them knowing,
- Sexting (when someone sends or receives a sexually explicit text, image or video)
- Initiation/hazing type violence and rituals.
- 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.

Sexual violence and sexual harassment between children

Sexual violence, sexual harassment and harmful sexual behaviours can occur between two children of any age and sex or 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.

For our Infant children it is likely to be, bullying or being touched in a sexual way. It is important for staff to remember it can happen both inside and outside of school and online and addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Staff need to reassure children that their concerns are being taken seriously and staff will act upon their worries.

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

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

Things we do to achieve this:

- Foster healthy and respectful relationships between children through our RSE policy and PHSE programme, which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Staff will follow cases of bullying through the procedures set out in our 'Anti Bullying' policy. The school will also promote open conversations through our PSHCE on-line safety programmes and KS1 'Thoughtful Thursday' weekly sessions.
- Creating conditions in which our children can aspire to and build safe and healthy relationships.
- Our values of Kindness, Resilience, Perseverance and Being Brave and Challenging Yourself, permeate through our curriculum and all aspects of school life.
- Raising awareness with all children about the effects of child on child abuse to prevent all forms of child on child abuse and to ensure children have a voice in the school to raise concerns.
- Creating a culture in which our children feel able to share their concerns openly, in a non-judgmental environment, and feel listened to.
- Challenging the attitudes that underlie such abuse within our community.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand how to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

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

- Where children report concerns about child-on-child abuse of any kind, staff must take it seriously and ensure the concerns are logged on our safeguarding system, but do not investigate. The designated safeguarding lead or deputies will decide on the most appropriate action.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

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

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider the following:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

11.3 Racists incidents

The promotion of racial equality is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

12 Sharing of nudes and semi-nudes

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

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

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

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

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

13. Vulnerable pupil groups

It is important that staff understand that whilst all children can be at risk of child on child abuse some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children missing from education; children with additional needs and looked after children or with LAC status.

As a supportive tool we use a range of strategies to support communication e.g

- . Feelings mats
- . Visual cues
- . Zones of regulation visuals
- . 3 houses drawings

13.1 Children with SEND or medical needs

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

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury may relate to a child's disability. However, it should never be assumed that a child's indicators relate only to their disability.
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers may exist, as well as difficulties in overcoming these barriers.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A SEND child's understanding of abuse.
- Lack of choice/ participation.
- Isolation.

13.2. Pupils with a social worker

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

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

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

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

13.3 Looked-after and previously looked-after children

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

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

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

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

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Kindship Care

We recognise that children in kinship care may experience similar vulnerabilities to looked-after children and those with a social worker. We are committed to working collaboratively with the **Virtual School Head (VSH)** to promote their educational achievement and safeguard their wellbeing.

Roles and Responsibilities

- **Virtual School Head (Local Authority)**
 - Provides strategic oversight for children in kinship care.
 - Monitors attendance, attainment, and wellbeing data.
 - Advises schools on interventions and support strategies.
 - Coordinates with social care and education teams to ensure consistency.

13.4 LGBTQ+

We recognise that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) are at increased risk of harm from their peers, their families and themselves.

We will:

- Ensure all pupils are treated with respect.
- Provide a safe space and additional pastoral support for children who may identify as LGBTQ+.

13.5 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and DSL deputy will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

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

13.6 Domestic abuse

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.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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 emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

[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.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe lives: young people and domestic abuse](#).
- [Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

14 Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this:

- We have robust processes in place, including filtering and monitoring systems, to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology.
- Sets clear guidelines for the use of mobile phones for the whole school community.
- Establishes clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

14.1 Filtering and Monitoring

We do all that we reasonably can to limit children's exposure harmful content. This includes supporting and advising parents how to ensure their child is safe when online. In school we have appropriate filtering and monitoring systems in place and regularly review their effectiveness.

In line with the DFE filtering and monitoring standards, we ensure the following is in place;

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet our safeguarding needs.

Further information can be found in our on-line safety policy and monitoring and filtering audit.

14.2 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy. Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

[Safe use of generative AI and cybersecurity standards.](#)

14.3 Mobile phones

Staff mobile phones must not be used and are not permitted in any part of the setting while children are in school. Each member of staff is provided with a locker. Mobile phones must be left in lockers if they are brought to school. Phones may be used only in the staff room or staff offices while children are on site. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the UK General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school

External agencies visiting our school may keep their phone in their bag, however they are not permitted to use it around the school. They may only be used in the staffroom or in staff offices. *Examples of external agencies include; Social Workers, Educational and Health Professionals, other professionals attending meetings with staff etc..... Students, volunteers and sports coaches will be given a locker at the front of the school to store their phone.*

15 Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on our safeguard system. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.

- . A note of any action taken, decisions reached and the outcome.
- . Referrals, correspondence from external agencies and minutes of child protection meetings are stored on our safeguard system.

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within **5 days** for an in-year transfer, or within **the first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

16. Training

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand our safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- . Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- . Be in line with advice from the 3 safeguarding partners.
- . Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- . Have regard to the Teachers' Standards to support the expectation that all teachers will have a clear understanding of the needs of all pupils and will manage behaviour effectively to ensure a good and safe environment.
- . All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- . Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins, question of the month and staff meetings).

16.1 The DSL and Deputy DSLs

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

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

They will also undertake Prevent awareness training.

16.2 Governors

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

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

As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose (if course are available) and will also be supported through the process by LADO.

17. Safer recruitment

The school follows the safer recruitment guidelines to ensure that staff and volunteers are carefully selected and vetted to ensure they are suitable to work with children, have the relevant qualifications and are not disqualified from working in childcare settings. Refer to our safer recruitment policy on our school website.

18. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in lockers provided during their visit (*Refer to mobile section above*)

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

Visitors are expected to sign in using our digital sign in device and wear their visitor's badge.

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

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

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

19. Attendance and Punctuality

[Our school attendance policy can be found on our school website.](#)

[Working together to improve attendance is now statutory guidance.](#)

19.1 Children Missing in Education

If a child on roll does not attend because of a move of home or school, because the parent has decide to home educate, or for a reason unknown to the school, the following steps will be taken:

- The child will remain on roll until off-rolling is authorised.
- The new school will be contacted, and confirmation of the child's registration received in writing.
- The school will inform the local authority if enrolment at another school cannot be confirmed.

19.2 Children Absent in Education

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

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

- are at risk of harm or neglect
- are at risk of forced marriage or FGM
- come from Gypsy, Roma, or Traveller families
- come from the families of service personnel
- go missing or run away from home or care
- are supervised by the youth justice system
- cease to attend a school
- come from new migrant families

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

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

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

19.3 Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. Please refer to our attendance and punctuality policy on our school website.

19.4 Non-collection of children

Refer to our policy on our school website.

20. Transport and off-site activities

Children must be kept safe while on outings. We will assess the risks or hazards which may arise for children, and identify the steps to be taken to remove, minimize and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge. Vehicles in which children are being transported, and the driver of those vehicles, will be adequately insured.

21. Extra curricular activities

- Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard children and adhere to local safeguarding arrangements. We also ensure that they have DBS clearance and that their companies provide child protection training for their staff.
- Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of children.
- Paid and volunteer staff are informed of our safeguarding procedures and are aware whom our Designated Lead and Deputy Designated Lead are.

22. Alternative provision

Sometimes children will be placed in alternative provision either on a full or part time basis.

- The school recognises the additional vulnerabilities of any pupil placed in an alternative provision and that the responsibility for that safeguarding of that pupil remains with both schools.
- All placements are reviewed on a regular basis to ensure the welfare and education needs of pupils are being met and that pupils are benefiting from the placement.
- We check with alternative providers at least termly that safer recruitment requirements are being met and that all the appropriate checks have been carried out on any adults working or volunteering in the provision that they are deemed suitable to work with children.
- We expect alternative providers to confirm in writing that all the appropriate checks have been carried out on staff and volunteers and to notify the school if there are any changes to staffing.
- We keep an up to date record of all sites attended.
- We review placements promptly if concerns arise.
- We put in place systems to ensure there is regular and ongoing communication between the school and alternative provider in relation to pupils safeguarding, welfare, well-being and progress. This includes the expectation that the alternative provider notifies the DSL of any safeguarding concerns or issues about any pupils placed with them.
- We expect the alternative provider to provide daily attendance notifications, so we know the whereabouts of all children.
- This also applies to children who cannot attend school for health reasons and will be considered on a case-by-case basis.

23. Elective Home Education

- If a parent/carers wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social worker, transition support, and informing the LA (*requirement to notify LA on removal from roll*). This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.
- In line with KCSE paragraph 178, we recognise that elective home education may not be an overwhelmingly positive experience and can mean for some children that they are not in receipt of suitable education. Also, that a child is less visible to the services that are there to keep them safe.

24. Private fostering arrangements

Private fostering is defined as when someone who is not a parent or a 'close relative' (eg. great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or stepparent. The school is aware of its duty to report to LA of any such arrangements the school learns about and will work with the Virtual School Head to promote the achievement and wellbeing of pupils in kinship care.

If we make arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to whom they are not related. for example, as part of a foreign exchange visit or sports tour. This is often described as 'homestay' arrangements. The school will follow the guidance set out in KCSIE 2025 paragraphs 343-346 and Annex D.

25. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. 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 child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

26. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. 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. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

27. Links with other policies

Specific safeguarding issues and procedures are detailed in this policy. These should be considered in a broader context of safeguarding our children alongside the following policies:

- Health and Safety Policy
- Behavior Policy
- Attendance and Punctuality Policy
- Relationships and Sex Education Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy
- Whistleblowing Policy
- Special Educational Needs Policy
- Policy on Harassment and Discrimination
- Policy on Safer Holding of Children (use of physical intervention)
- Medical Needs Policy
- Welfare Policy (including Changing Policy – intimate care)
- Managing Medicines Policy
- First Aid
- Policy on Drug and Substance Misuse
- On-Line Safety Policy
- Staff Code of Conduct
- Safer Recruitment Policy
- Educational Visits Policy
- Recruitment and Selection Policy (The governing body has adopted the Local Authority's policy on recruitment and selection. This sets out our position on safer recruitment at each point of the recruitment and selection process.)
- Protocol for Managing Allegations About Members of Staff (The governing body follows the DfE guidance from October 2012 obtaining advice and support from the LA schools' personnel service, LADO, police and other external agencies as required.)
- Safer Recruitment

28. Monitoring arrangements

This policy will be reviewed **annually**. At every review, it will be approved by the full governing board.

Appendices

Appendix 1:

29. Types of abuse and neglect

- Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of these environments.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes (but not limited to):

- . Homelessness
 - . Honour based abuse (so called)
 - . Mental health
 - . Modern slavery & the National Referral Mechanism
 - . Online safety (including awareness of the school's systems for filtering and monitoring) Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
 - . Preventing radicalisation and extremism Relationship abuse
 - . Serious Violence
 - . Sexual Violence and Sexual Harassment Upskirting
 - . Youth produced sexual imagery, nudes/semi- nudes ("Sexting")
 - . Child abduction and community safety incidents
 - . Children with family members in prison
 - . Children absent education (CAE)
 - . Child missing/goes missing from education, home or care
 - . Child Sexual Exploitation (CSE)
 - . Child Criminal Exploitation (CCE)
 - . County Lines
 - . Cybercrime
 - . Domestic abuse
 - . Faith based abuse
 - . Female Genital Mutilation (FGM)
 - . Forced marriage
 - . Gangs and youth violence
 - . Gender based abuse and violence against women and girls.
-
- Additional information on these safeguarding issues and information on other safeguarding issues is included in KCSIE Annex B and Appendix 3 of this policy.
 - Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
 - **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and

exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children 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.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case-by-case basis.

The Four Categories of Significant Harm

Indicators of Abuse and Neglect

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.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Show signs of pain or discomfort.	Keep arms and legs covered, even in warm weather.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/ young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

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

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse

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

Indicators in a child/ young person

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Possible 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 also:

- Be concerned about changing for PE or swimming.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful
- Be reckless about 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 to withdraw.
- Challenge authority
- Become disinterested in their schoolwork.
- 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 decide how to proceed.

Appendix 2:

30. Female Genital Mutilation (FGM)

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

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

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

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

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

- Difficulty walking, sitting or standing.
 - Spending longer than normal in the bathroom or toilet.
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression.
 - Reluctance to undergo normal medical examinations.
 - Asking for help, but not being explicit about the problem due to embarrassment or fear.
-
- It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, including death.

Appendix 3

31. Specific safeguarding issues

Specific Safeguarding Issues: Child Sexual Exploitation, Upskirting, Child Criminal Exploitation: County Lines, Forced Marriage, Female Genital Mutilation (FGM), Breast ironing, Child on Child Abuse, So-Called 'Honour Based Violence', Sexting.

- The school keeps itself up to date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our designated safeguarding team will seek and obtain specific advice and guidance as necessary.
- If needed the school will engage experts and uses specialist material to support the safeguarding preventative work, we do and to provide support for the victims and perpetrators.
- Our school values, ethos, behaviour expectations and policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: www.gov.uk.

More information can be found in 'Keeping Children Safe in Education' documents.

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

<https://www.gov.uk/tackling-child-sexual-exploitation>

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised

by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Child Sexual Exploitation

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

We have adopted the following procedure for handling cases, as outlined by the DfE:

Identifying cases

School staff members are aware of and look for the key indicators are as follows:

- Going missing for periods of time or regularly going home late.
- Poor attendance.
- Appearing with unexplained gifts, money and new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Undergoing mood swings or drastic changes in emotional wellbeing.
- Displaying inappropriate sexualised behaviour.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying changes in emotional wellbeing.
- Misusing drugs or alcohol.

When CCE and CSE is suspected, local safeguarding procedures will be followed.

Forced Marriage

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

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Honour Based Violence (HBV)

This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse.

A child going missing from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our school policy on attendance has procedures in

place for persistently absent pupils and supports identifying possible abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

County lines criminal activity

For the purpose of this policy, “**County lines criminal activity**” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of children with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a child may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

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

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

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Allegations against staff (including low-level concerns) policy

Carterhatch



Infant School

Section 1: allegations that may meet the harm threshold

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we are in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- › Providing an assistant to be present when the individual has contact with children.
- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment, and parents/carers have been consulted.

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below.
- › Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate.
- › Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care.

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate.

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member).

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

Early years

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- . We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome.
- . The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation.
- . We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.
- . We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary).

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- . Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week.
- . If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days.

- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days .

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific Actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate;
- shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate.
- shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, decisions reached and the outcome.
- A declaration on whether the information will be referred to in any future reference.

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious.
- Include substantiated allegations, provided that the information is factual and does not include opinions.

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

- Abuse can be reported, no matter how long ago it happened.
- We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.
- Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns that do not meet the harm threshold.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- . Suspicion
- . Complaint
- . Safeguarding concern or allegation from another member of staff.
- . Disclosure made by a child, parent or other adult within or outside the school.
- . Pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – 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
- . does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

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

- . Being overly friendly with children
- . Having favourites
- . Taking photographs of children on their mobile phone
- . Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- . Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately. We will create this culture by:

- . Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- . Empowering staff to share any low-level concerns.
- . Empowering staff to self-refer.
- . Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- . Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- . Helping to identify any weakness in the school's safeguarding system.

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- . Directly to the person who raised the concern, unless it has been raised anonymously.
- . To the individual involved and any witnesses.

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct. The headteacher will be

the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. Records will be:

- . Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- . Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority.
- . Retained at least until the individual leaves' employment at the school.
- . Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- . The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- . The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Carterhatch Infant School

Safeguarding Policy

Carterhatch



Infant School

NON-STATUTORY

Safeguarding Policy

Parents send their children to school each day with the expectation that we provide a secure environment in which their children are safe and happy. At Carterhatch the health and safety of our children is of paramount importance and a wide range of measures are put in place to achieve this.

The Health and Safety Policy

The school has a Health and Safety policy, which is reviewed annually. A copy of this policy is available on the school website.

As part of our policy, our School Business Manager and Health and Safety Governor, conduct monthly Health and Safety Inspections. They undertake the inspections assessing any remedial actions, which need to take place. The actions are then addressed by the appropriate parties. Any concerns from staff are reported to any of the above and an initial assessment takes place. After the Health & Safety inspection an action plan is developed with a timeline on when any issues identified should be addressed.

Fire Drills

There are regular fire drills (at least termly) so that efficient evacuation from the buildings can be practised. The Fire Alarm is regularly monitored and maintained. Staff are aware of the procedure in the event of the need to evacuate the site and our buddy school (Suffolk's Primary School) are aware of the process.

All staff complete on-line health and safety training in particular areas e.g. Fire Safety. This is done via our on-line management system – Citation, Health and Safety, Safety Cloud.

Lockdown Drills

As part of our September development day, we sound the lockdown alarm so that staff are familiar with its tone and can recognise it immediately. During this session, we also discuss possible lockdown scenarios and appropriate responses.

Due to the age and developmental stage of the children, we do not conduct lockdown drills in the same way as fire drills. It would be challenging for young children to understand the nature of a threat, or the specific actions required in such situations. Instead, we focus on building awareness and listening skills. We talk to the children about times when it is very important to follow instructions carefully for their own safety - such as during a fire alarm, when crossing the road, or when asked to stay very quiet. These conversations are integrated into our **Thoughtful Thursday** sessions throughout the year.

First Aid

Everyone in the school has a responsibility for the children's pastoral and welfare needs. Minor first aid, such as grazes and bumps will be administered by learning assistants. Basic first aid training is provided for all support staff every three years. We also have staff who are paediatric first aid trained (posters of staff are displayed in each classroom, the main office and in the staffroom).

Procedures are in place to ensure all injuries are recorded in the first aid books and then transferred on to the school management system. There are a number of first aid kits situated in classrooms and year group corridors. Each learning assistant has a basic first aid bag with them all through the children's breaks.

Procedures in place for dealing with injuries include;

- Consulting a trained first aider.
- Logging all incidents in the first aid books.
- All head injuries are issued with a 'bumped head' note **given** to parents. If the parent does not collect their child, then a phone call home will be made to inform parents about their child's bumped head.
- Contacting parents or emergency services if the injury is a concern.

Our First Aid/Welfare Policy provides more details about our procedures.

Medication

In the case of a child needing medication during the school day parents are asked to speak to office staff about completing our 'Consent to Administer Medication' form. The office staff will then give the consent form to one of our Senior Leadership Team (SLT) or Family Support Worker to check and sign. Medication will only be given to children if it has been prescribed and staff will always follow the dosage instructions on the medication. If the medication has not been prescribed, then parents/carers will need to speak to SLT about their child's condition and a health care plan may need to be put in place. For example, if a child has allergies and they need piriton to prevent a reaction from becoming more serious.

Our **Medical Needs and Administrrating Medication Policy** provides more details about administering medication.

Site Security

Carterhatch provides a secure site. In order to maintain security there are rules and procedures that staff, parents, children and visitors should adhere to:

- Internal gates and main entrances should be closed except at the start and end of the school day and at the beginning and end of Nursery times.
- Gates are operated electronically during the school day and access granted by office staff and/or Site Manager, including vehicle gates. Parents, children and visitors should gain access to the building through the main school entrance only (except in exceptional circumstances with permission) and sign in and out at the School Office.
- Staff have access via the vehicle and main gate using a fob and sign in and out at the school office.
- Vehicle access is restricted to staff, visitors and contractors. Parents are asked not to drive into school unless special permission has been given.
- All staff (including supply staff) are required to wear ID badges.
- Visitors/Contractors should visibly wear the ID provided.
- Office staff provide safeguarding information to all visitor/contractors and inform them if there are any planned fire drills.
- Doors should be closed unless supervised.
- Empty classrooms should have closed windows and doors.
- If children are collected by an adult during the school day, they should be signed out at the school office.
- Children will only be allowed home with adults with parental responsibility or others who they have given specific written/verbal permission to collect.

Attendance

The school has an [Attendance Policy](#), which is regularly reviewed. Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification, we have a policy of same day calling to ascertain each child's whereabouts. If we have not heard from parents/carers then we will attempt to contact them and other family and friends on the child's contact list.

We work closely with the Local Education Authority Welfare Officer. If a child's attendance and punctuality cause concern, contact will initially be made with the parent, thereafter a referral may be made to the Education Welfare Officer.

Attendance rates are reported each term to the Local Authority and Governors. All parents receive an attendance percentage with their child's annual report. Positive measures and rewards are in place to encourage all children to have good attendance and punctuality. However, the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

Welcoming Visitors

The Local Authority has confirmed that visitors with a professional role, such as the School Nurse or Education Psychologist have relevant clearance, and they are asked to wear identification whilst on site.

The Office will endeavour to check clearance before admittance is granted, but where there may be doubt, the visitor will be supervised and not left alone with children.

Internet Safety

Please refer to the Staff Code of Conduct for details on the safe use of the School Computer System. Our [Online Safety Policy](#), which carries further information, can be found on the school's website.

Equal Opportunities

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

The school has [Equality Policy](#) in place which can be found on the school's website.

At Carterhatch Infant School, we try to ensure that everyone is treated fairly at all times. All children are given equal access to the school and its curriculum and all at Carterhatch are considered equal in the learning partnership. When children have special needs, we make arrangements to work collaboratively with parents and where possible, we provide specific programmes and interventions to support children and families. Children with disabilities must be able to take a full and active part in school life and every reasonable measure is taken to ensure this.

Outstanding Behaviour

We have a [Relational Response/Behaviour Policy](#) and guidelines, which are regularly reviewed. This can be found on our school website.

At Carterhatch Infant School we expect all of our children to come to school with positive attitudes and high expectations. We believe that every child and every adult at our school has the right to feel happy, to feel valued and to be treated with respect. Positive and desirable behaviour is a responsibility of everyone involved in our school. Behaviour for learning is as important as positive playground behaviour.

Anti-Bullying

Please refer to our [Anti-Bullying Policy](#) of which are available from the school website. At Carterhatch Infant School our aim is to develop a school ethos in which bullying is regarded as unacceptable. We work together to ensure that our school is a safe and secure environment where all our learners can succeed, be happy and feel safe. In our school we encourage children to take responsibility and to make decisions

We work to ensure that all children in our school become independent learners and are able to share their concerns with any member of the school staff. Children are encouraged to share their views and feelings through 'Thoughtful Thursday'" weekly sessions, PSHCE curriculum and everyday discussions with staff.

Photographing and Videoing

At Carterhatch Infant School we have an agreed approach, and parents are asked to consent to photographs and videos of their child being used around school, in school literature and on the school website. Images used on our website will only have forenames used. Parental permission is sought before using any photographs outside the school. We give parents' permission to film their child at school events e.g. singing celebrations, sports day. However, before every event we ask that parents/carers do not put it on social media and that it must be for their personal use only.

Whistleblowing

Please refer to the Whistleblowing Policy available from the school office and on our safeguard system. All staff are regularly given a copy which they sign to say they have received.

If members of staff ever have any concerns about any people in the workplace, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

Appendix 5:

(Support/Advice Documents)

Toolkits

- [Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.](#)
- [Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.](#)
- [NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB.](#)
- [Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.](#)

Additional advice and support Abuse

- [What to do if you're worried a child is being abused – DfE advice](#)
- [Domestic abuse: Various Information/Guidance - Home Office \(HO\)](#)
- [Faith based abuse: National Action Plan - DfE advice](#)
- [Relationship abuse: disrespect nobody - Home Office website](#)
- [Tackling Child Sexual Abuse Strategy – Home Office policy paper](#)
- [Together we can stop child sexual abuse – HM Government campaign](#)

Bullying

- [Preventing bullying including cyberbullying - DfE advice **Children missing from education, home or care**](#)
- [Children missing education - DfE statutory guidance](#)
- [Child missing from home or care - DfE statutory guidance](#)
- [Children and adults missing strategy - Home Office strategy](#)

Children with family members in prison

- [National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service](#)

Child Exploitation

- [Trafficking: safeguarding children - DfE and HO guidance](#)
- [Care of unaccompanied and trafficked children – DfE statutory guidance](#)
- [Modern slavery: how to identify and support victims – HO statutory guidance](#)

Drugs

- [Information and advice on drugs - Talk to Frank website](#)
- [Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website](#)

(so called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources- Home Office guidance](#)

- [Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance](#)
- [Forced marriage - Forced Marriage Unit \(FMU\) statutory guidance](#)
- [FGM resource pack – HM Government guidance](#)

Health and Well-being

- [Fabricated or induced illness: safeguarding children - DfE, DH, HO](#)
- [Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England](#)
- [Medical-conditions: supporting pupils at school - DfE statutory guidance](#)
- [Mental health and behaviour - DfE advice](#)

Homelessness

- [Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance](#)

Private fostering

- [Private fostering: local authorities - DfE statutory guidance 39](#)

Radicalisation

- [Prevent duty guidance- Home Office guidance](#)
- [Prevent duty: additional advice for schools and childcare providers - DfE advice](#)
- [Prevent for FE and Training - Education and Training Foundation \(ETF\)](#)

Violence

- [Serious violence strategy - Home Office Strategy](#)
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office](#)
- [Gangs and youth violence: for schools and colleges - Home Office advice](#)
- [Ending violence against women and girls 2016-2020 strategy - Home Office strategy](#)
- [Violence against women and girls: national statement of expectations for victims - Home Office guidance](#)
- [Sexual violence and sexual harassment between children in schools and colleges- DfE advice](#)