Safeguarding and Child Protection Policy 2026

Policy reviewed	August 2026	***Updates from 2025 policy (in bold italics throughout the policy***): **Safeguarding statement:** includes discrimination and bias statements. **Key Terms:** updated definition of abuse. **Legislation, Standards and Guidance**: Updated links to legislation, National and Local Guidance **Roles and responsibilities:** Headteacher – updates linked to part 2 of KCSIE; Non-Designated Safeguarding Lead Senior Leaders section added. **Professional Development and Support:** section added in for Leadership who are NOT DSL/DDSL; Brook Toolkit training: expected of ALL DSL and DDSL. Operation Encompass: Online National Key Adult Training added. **Ensuring Safe Practice:** Visitors section updated and clarification on DBS. **Ensuring safe staff:** Updated guidance on response to supply staff and visitors. **Record keeping and information security:** Section added on DSL role on overseeing case management and updates to transfer of information. **Working in Partnership:** Terminology changed from 'trusted' to 'safe' adult. **Online safety section:** updated and aligned with online safety policy. **Children who are absent or not in receipt of full time education:** updated to strengthen link between safeguarding and attendance **Elective Home Education**: Updated guidance **Children whose behaviour causes concern:** Whole section updated – change from children at risk of suspension. **Safeguarding Children with Medical Conditions:** new section in its own right. **Children with SEND:** Updated section. Children who attend Alternative Provision: Updated section. **Young Carers:** new section **Children under 5:** new section. **Children who are Black, Asian, Mixed Heritage or from other minoritised ethnic communities:** new section **Children who are questioning their gender:** new section to in own right **DSL response:** updated in line with Families First **Child on Child Abuse (including harassment and violence):** Updated terminology to include harassment and violence; New sections on:: Serious violence; Harmful Sexual Behaviours; Consensual and non-consensual making or sharing of nudes/semi-nudes. **Appendix A: Updated AP checklist** **Appendix B: Responding to Child on Child abuse (including harassment and violence):** Updated **Appendix D:** Safeguarding Reporting form and DSL response.
Date approved by Trustees		
Next review date	August 2027	

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Policy Scope and Aims

This policy applies to anyone working in an Empower Trust school or within Empower Trust, including senior managers and the board of trustees/governing body, staff, volunteers, contractors, agency staff and students.

The policy is publicly available on the Empower Trust website and on each academy school website (or on request from each individual academy school) so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping children safe in education and Part 3 EYFS statutory framework for group and school-based providers

Safeguarding Statement

We believe that:

- All children have the right to protection from all types of abuse, neglect, exploitation and/or harm.
- Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting, ***dismissing or tolerating*** and always challenging or raising concerns about words or actions which downplay, justify, or promote ***discrimination***, abuse, neglect, exploitation and/or harm; including ***child-on-child abuse (including harassment and violence)***. This applies to anyone who is part of, comes into or works with our school.
- Be child centred [1]and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect, exploitation and/or harm of a child.
- Ensure no child or group of children are treated less favourably by us than others. ***This means being inclusive, anti-discriminatory and responsive to the needs and experiences of children and families, particularly those who are in group or communities who are more likely to experience discrimination.***
- ***Recognise that bias can be a barrier to safeguarding practice including professional curiosity; which can adversely impact children in some groups or communities.***
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

Key Terms

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside of the home, including online.
- preventing impairment of children's mental and physical health or development,

[1] See Working Together to Safeguard Children: Chapter 1: A child centred approach

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes[2]

Child Protection is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, ***including physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse***, including where they see, hear, or experiences its effects.

Children may be abused in a family or in an institutional or ***extra-familial context*** by those known to them or, more rarely, by others. ***This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.***

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex A of Keeping children safe in education .

Specific forms of abuse and safeguarding issues:

- child abduction and community safety incidents
- child criminal exploitation [CCE] and child sexual exploitation [CSE]
- county lines
- children and the court system
- children who are absent from education
- children with family members in prison
- cyber crime
- domestic abuse
- homelessness
- mental health
- modern slavery and national referral mechanism
- preventing radicalization
- the prevent duty and Channel
- sexual violence and sexual harassment between children in schools and colleges
- serious violence
- honour based abuse (Including Female Genital Mutilation and Forces Marriage)
- FGM
- FGM mandatory reporting duty for teachers
- forced marriage

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Governors/Trustees.

[2] Children's social care: national framework - GOV.UK (www.gov.uk)

Governors/Trustees refers to those who are part of the Schools' Governing Body. This includes individuals who are at Trustee level as well as part of local school governance bodies.

Child includes everyone under the age of 18.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children's Act 1989) or has care of a child.[3]

Data protection laws refer collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

Legislation, Standards and Guidance

This policy is based on the following legislation, guidance, standards, and procedures:

Legislation	Statutory National Guidance/Standards	Local Procedures
• Education Act 2002 Section 175 (maintained schools only) • Education Act 2002 Section 157 (Independent schools incl Academies and CTC's) • The Education (Independent School Standards) (England) Regulations 2003 • Children Act 2004 • Children's Wellbeing and Schools Act	• Keeping Children Safe in Education and any legislation or guidance (statutory/non-statutory) outlined or referenced within it. • Early years foundation stage (EYFS) statutory framework • Working Together to Safeguard Children and any legislation or guidance (statutory or non-statutory) outlined or referenced within it.	• Shropshire Safeguarding Community Partnership Family Help Together - A Framework for Action • Shropshire Safeguarding Community Partnership West Midlands Safeguarding Children Procedures • Shropshire Safeguarding Community Partnership. Allegations about staff/volunteers

Linked Policies

• Promoting Positive Behaviour Policy /Physical Intervention (including use of mobile phones) • Staff Code of Conduct • Whistleblowing • Health & Safety • Attendance • PSHE Curriculum(s) • RSHE • Complaints • SEND • Remote Learning Policies (individual to each academy) • Mobile Phone Policy	• Administration of first aid/medicines • Supervision Guidance • Online Safety, including staff use of mobile phones/ devices with imagery and sharing capacity. • Risk Assessments • Safer Recruitment • Disciplinary and grievance • Intimate Care • Preventing Radicalisation • Data Protection/GDPR Guidance • CPOMS Toolkit

[3] S576 Education Act 1996

Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping children safe in education (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

The Trustees, Local Governing Bodies, Central Team:

Have a strategic leadership responsibility for ensuring we take a whole Trust approach to safeguarding arrangements as outlined in this policy and that we comply with our duties under Legislation and Guidance. Part 2 Keeping children safe in education that outlines their key responsibilities.

The Safeguarding Trustee is responsible for leading on the governance oversight of safeguarding arrangements across the whole of the Trust; regularly meeting with the Director of Education/Strategic Lead for Safeguarding on a termly basis and reporting back to the Trustees through a written report.

The Safeguarding Governor at each academy school is responsible for leading on the governance oversight of safeguarding arrangements for their school; regularly meeting with the Designated Safeguarding Lead on a termly basis and reporting back to the Local Governing Body through a termly reporting format.

The Chair of the Local Governing Body/Central Team will liaise with the Local Authority in the event of an allegation of abuse made against the Headteacher in line with Ensuring safe staff.

All Governors/Trustees will ensure:

- The school has a Designated Safeguarding Lead who has the appropriate status, authority, ***skills and experience*** to carry out duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- ***Continuity of safeguarding responsibilities if the Designated Safeguarding Lead is unavailable due to illness, leave, or other circumstances.***
- The school has safeguarding policies and procedures in place (as outlined in Part 2 Keeping Children Safe in Education and Early years foundation stage (EYFS) statutory framework - GOV.UK) that are implemented effectively and comply with our duties under Legislation, Standards and Guidance at all times.
- All staff and governors are knowledgeable and confident in carrying out their safeguarding duties in line with Professional development and support.
- That the effectiveness and implementation of safeguarding arrangements are robustly overseen by the Governing Body/Trustees/Central Team by Termly meetings with the DSL/DOE via reports to each local governing body; audits that comply with local authority guidance; annual safeguarding audits for each Academy school and external review for each academy school biennial.

The Headteacher:

Is responsible (with the lead support of the Designated Safeguarding Lead, where the Headteacher is not the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes**:**

- Having the overarching responsibility of ensuring the effectiveness of their academy school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement. This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.

- Take the lead role in Ensuring Safe Practice; including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liaising with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead to carry out their roles effectively. This means ensuring ***that they have the appropriate status, authority, skills and experience to carry out duties of the post and*** are given sufficient time, training, support, resources. ***They should also ensure continuity of safeguarding responsibilities if the Designated Safeguarding Lead is unavailable due to illness, leave, or other circumstances.***
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.
- Ensuring that school policies ***and procedures*** relating to site safety and health and safety guidance and relevant legislation are in place ***which are referenced in Keeping Children Safe in Education and the Early Years Foundation Stage Statutory Framework and local arrangements are***, implemented and followed by all staff.
- ***PE and sporting activities are organised in a way that promotes the safety, welfare, dignity and fairness of all pupils, complies with the Equality Act 2010 and KCSIE Part 2, and that any requests relating to participation arrangements are considered through appropriate safeguarding and risk assessment processes.***
- ***The Headteacher will ensure that lettings and hire arrangements comply with the Trust's Lettings Policy and that appropriate safeguarding requirements are in place for all third-party users of school premises.***
- ***Appropriate health arrangements are in place and adhere to requirements outlined in Safeguarding children with medical conditions and the Health section in Early Years Foundation Stage Statutory Framework.***
- ***Adherence to the Prevent Duty and Terrorism (Protection of Premises) Act 2025: aka "Martyn's Law"***
- ***The Local Authority are notified of significant events and major changes.***

The Designated Safeguarding Lead (DSL):

Takes the lead responsibility for safeguarding and child protection in each academy school. Annex C Keeping children safe in education outlines their key responsibilities. Where academy schools have Deputy Designated Safeguarding Lead(s) (hereafter referred to as DDSL), they support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

- Ensuring that the school has a child protection policy is in place as required by Keeping children safe in education and Early years foundation stage (EYFS) statutory framework , that is implemented and followed by all staff.
- Being available to deal with safeguarding and child protection during school hours. There will be arrangement in each academy school for out of hours contact: all staff will be made aware of who to contact during the school holidays if there are safeguarding concerns; out of office email replies will give contact details in the event of a safeguarding concern; information on out of hours contact will be provided to the Local Authority as required.
- Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the school filtering and monitoring system) and to our school.
- Supporting the Headteacher and other senior leaders to Ensure Safe Practice in school.

- Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see Designated Safeguarding Lead Response).
- Working closely with the Governing Body, Headteacher and relevant senior leadership team members to ensure a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement and the implementation of effective safeguarding arrangements, as outlined in this policy.
- Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in Working in Partnership.
- Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in Working in Partnership.
- Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and children protection in school.
- Ensuring the effective management and oversight of safeguarding information as outlined in Record Keeping and Information Security.
- Maintaining and access Professional development and support.

Non-Designated Safeguarding Lead Senior Leaders:
Are responsible for supporting the Headteacher and Designated Safeguarding Lead for ensuring and delivering safeguarding arrangements effectively in school. This includes:

- ***Working closely with the Governing Body, Headteacher, Designated Safeguarding Lead and each other to ensure a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement and the implementation of effective safeguarding arrangements, as outlined in this policy.***
- ***Taking the lead responsibility (where it is part of their lead role) to ensure Safeguarding Policies (not including the child protection policy) are in place as required by Keeping children safe in education and Early years foundation stage (EYFS) statutory framework , that they are aligned with this policy and implemented and followed by all staff.***

Ensuring that that they work effectively with the Headteacher and Designated Safeguarding Lead to ensure that (where it is part of their lead role) policies and procedures relating to Children potentially at greater risk of harm, or Ensuring Safe Practice are aligned with this policy and implemented and followed by all staff.

All staff (including students and volunteers):

Are expected to work in line with our Safeguarding Statement and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

- Accessing and maintaining Professional development and support to ensure they remain knowledgeable and confident in their safeguarding practice.
- Recognise, Respond and Report Staff Safeguarding Concerns
- Engaging in Safe Practice. This includes raising concerns (however small) about individual behaviour or practices or cultures in schools that compromise the safety of children as outlined in Ensuring safe staff.
- Teaching our children how to keep safe

Professional development and support

To ensure all our staff and governors are knowledgeable and confident in keeping children safe in our school; they will complete the professional development activities as outlined below. Each academy school monitors professional development activities and maintains a central professional development record, which is shared with the Central Team as required. Statutory training is recorded on iAm Compliant.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s) provide all staff with ongoing safeguarding support, advice, and expertise. Staff safeguarding knowledge and competence is overseen as part of the staff induction, appraisal and performance processes in school, including annual updates. The Designated Safeguarding Lead (and deputy(ies)) receive regular support and supervision at a school level and Trust Supervision Guidance is available to support this.

All Staff (including volunteers)

Activity	Frequency
Receive information on school safeguarding arrangements and procedures as outlined in Keeping children safe in education	Induction or when arrangements/procedures are updated.
Read Keeping Children Safe in Education (KCSiE): • **All Staff:** Part 1; Part 5 and Annex A. • **Senior Leadership Team:** Entire document • **EYFS Staff and Senior Leadership Team**: Part 3 of EYFS Statutory Framework	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training to enable staff to recognise, respond to and report safeguarding (including online safety and child-on-child abuse; including harassment and violence) concerns *(see Local Authority Safeguarding in Education Training Statement at: Early Years and Schools Training and Consultancies | Shropshire Learning Gateway) This is offered by Empower Trust termly and can be requested every 2 years.*	Induction and then every 2 years
Teaching staff and Early Years Staff: Complete FGM training appropriate to role *at:* Free FGM Training Online | Recognising & Preventing FGM Free Course | Virtual College (virtual-college.co.uk) Female genital mutilation - GOV.UK (www.gov.uk)	Induction and then every 2 years
Complete Prevent Awareness Training appropriate to role at: Prevent duty training - GOV.UK (www.gov.uk)	Induction and then annually.
Complete Cyber Security Training *at: Cyber security training for school staff - NCSC.GOV.UK)*	Induction and then annually
Receive regular national and local safeguarding updates (including those relating to online safety) - to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting	As required; at least annually. Termly Safeguarding Update from Trust.
Non-DSL Senior Leaders; including the Headteacher: Complete Safeguarding Training to equip them with the knowledge to carry out their senior Roles and Responsibilities ***(see Local Authority Safeguarding in Education Training Statement at: Safeguarding in Education Training/Networks | Shropshire Learning Gateway)***	***Induction and then every 2 years***

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	**Frequency**
Complete Schools Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex B and **EYFS Annex C and in line with local arrangements**	On induction in role and then every 2 years
Read Keeping Children Safe in Education in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Complete Brook Traffic Light Training to support assessment of children's sexual behaviour (including harmful sexual behaviour, child-on-child sexual harassment and violence) ***(Brook Traffic Light training is the locally expected training as outlined in Local Authority Safeguarding in Education Training Statement at Safeguarding in Education Training/Networks | Shropshire Learning Gateway.)***	***On induction and then every 2 years***

Complete Prevent Training appropriate to role *(see examples of training packages at: The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk) and DSL specific packages (including EYFS and Independents) at Regional Prevent education co-ordinators - GOV.UK*	On induction and then every 2 years
Complete Operation Encompass Online National Key Adult Training	***At least once and before Operation Encompass referrals can be received.***
Maintain knowledge and development relating to the role of DSL; including keeping up to date with local arrangements *(Termly Trust Network Meetings.. See Local Authority Safeguarding in Education Training Statement at: Safeguarding in Education Training/Networks | Shropshire Learning Gateway)*	As required, but at least annually

All Governors and Trustees

Activity	Frequency
Complete Governor Safeguarding Training to equip them with the knowledge to carry out their strategic Roles and Responsibilities. (via Governor Hub)	Induction and then every 2 years.
Read Keeping Children Safe in Education • **All Governors/Trustees:** Part 1; Part 2 and ***Annex A***. • **Chair & Safeguarding Link Governors/Trustees:** Entire document	Induction into role then annually (in Autumn Term) or when updated).
Complete Cyber Security Training at: *Cyber security training for school staff - NCSC.GOV.UK*	Induction and then annually
Complete Prevent Awareness Training appropriate to role at Prevent duty training - GOV.UK (www.gov.uk)	Induction and every 2 years.

Staff/Governors/Trustees involved in recruitment of staff (including administration)

Activity (in addition to other relevant above)	**Frequency**
Read Part 3: Keeping Children Safe in Education	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE) Safer Recruitment | Free Online Course | Alison Training also available on Governor Hub: Safer Recruitment	Induction and every 3 years (or when KCSiE Part 3 is updated)

Ensuring Safe Practice

Safer recruitment

We adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in our setting. All staff/governors involved in recruitment complete additional safer recruitment training; as outlined in Professional development and support. Our recruitment procedures are outlined in our recruitment policies and are in alignment with Keeping Children Safe in Education: Part 3 and EYFS Part 3.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. Reference to safeguarding procedures is made clear in adverts and application packs. We also ensure that all applicants complete a robust application form. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes.

We maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and **salaried** students); Governors/Trustees; contractors; and visitors who attend our school in a professional capacity. We complete the checks on staff, volunteers, and Governors/Trustees who we recruit ourselves. For those who are recruited by others (***such as supply staff and fee funded students)***; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children. ***See also Contractors and Visitors.***

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks suitability does not work unsupervised or engage in regulated activity with children, the risk assessment has to be agreed centrally prior to commencing any work in school. ***We do not allow individuals to begin working or volunteering (including acting as a Governor/Trustee) to work for us until we have received and reviewed their enhanced criminal records check and barred list check.*** We reserve the right to refuse access to the school site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment; staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected standards of behaviour within and outside of school; as outlined in our Code of Conduct. Please see Professional development and support .

If any safeguarding concerns of allegations arise relating to a member of staff, Governor/Trustee or other person working on our school premises; staff are expected to act in line with Ensuring safe staff and Staff Safeguarding Concerns: Recognise, Respond, Report.

Contractors

We have several contracts with external providers (***including Alternative Providers)*** to work in our Trust including with children.

We will follow our Ensuring safe staff procedures if we become aware of any allegations relating to a contractor.

Where contractors are used, they are approved by the Local Authority or Trust and a record of their checks is kept by each school they work in.

Visitors

We have a range of visitors to our school; including professional visitors, children's family members or others attending school events. All visitors to our school are expected to act in accordance with our Safeguarding Statement. Our Headteachers can use their professional judgment and decides whether any visitor is allowed access to the school site or needs to be escorted or supervised. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children.

We check the identification of visitors and make sure that professional visitors who attend our school have had the appropriate DBS check depending on the activity they are there to carry out; or that the visitor's employers have confirmed that their staff have appropriate checks. We do not ask to see DBS certificates when we have received the necessary confirmation.

When external speakers or visitors attend our school premises (whether for school or non-school activities); we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our school is a safe place. This continues to ensure we are Teaching our children how to keep safe; as well as promoting fundamental British Values and community cohesion (please also see Preventing Radicalisation).

We will follow our Ensuring safe staff procedures if we become aware of any allegations relating to a professional visitor.

Use of school premises for non-school activities

When we have arranged extra-curricular activities out of school hours which are under the direct supervision or management of school staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response.

We will follow our Ensuring safe staff procedures if we become aware of any allegations relating to an organisation or individual using our school premises.

Where we have sessions or activities which are provided by another person or organisation that is using the school site and not during school time or under direct supervision, we seek assurances that they have the required child safeguarding arrangements in place as an individual/organisation as outlined in Keeping children safe during community activities and Visitors. This is regardless of whether children who are on roll at our school access the activity or not.

The arrangements for this will be set out within any transfer of control agreement, (i.e. the Lettings Policy); and failure to comply with these arrangements will lead to termination of the agreement.

Ensuring safe staff

Staff are expected to act in line with this section when any safeguarding concerns or allegations arise for the following:

- ***Employed staff***
- ***Supply Staff***
- ***Trainee teachers***
- ***Volunteers***
- ***Governors/Trustees***
- ***Contractors***
- ***Professional Visitors***
- ***Organisations or Individuals using school premises for non-school activities***

As further outlined in Roles and Responsibilities the Headteacher with the oversight of the Governing Body are responsible for ensuring the safety of the staff and volunteers working for, at or on behalf of our school; irrespective of whether they are employed by us or another employment agency or business/charity.

In some circumstances we will have to consider an allegation against an individual not directly employed by us; for example, supply teachers, trainee teachers or contracted staff provided by an employment agency or business/charity. Where this applies, we share safeguarding responsibilities with the employment agency or business charity.

Supply teachers, trainee teachers and all contracted staff

We have safeguarding responsibilities when it comes to supply teachers, trainee teachers and all contracted staff and will follow Keeping children safe in education Part 4: supply teachers, trainee teacher and all contracted staff.

Professional Visitors and Organisations or Individuals using school premises for non-school activities

When allegations that meet the harm threshold against individuals are made against professional visitors or Organisations or Individuals using school premises for non-school activities ; we will contact the Manager of individual concerned and contact the Local Authority Designated Officer (and if necessary the Police) in accordance with Shropshire Safeguarding Community Partnership Managing Allegations Procedures.

When any allegations or concerns that do not meet the harm threshold (for example where an individual has not acted in according with our expected standards for Visitors or agreement of Use of school premises for non-school activities); we will report concerns to the Line Manager for the Professional Visitor or the Manager of the Organisation using our premises.

Outcomes arising from concerns raised may impact on decisions to allow professional visitors back on the school site or termination of agreements with agreement of Use of school premises for non-school activities

Managing allegations (including low level concerns)

We promote an open and transparent culture in which all concerns about the behaviour or conduct of any adults working in, at or on behalf the school are dealt with appropriately.

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.

Circumstances where a someone working within the school has or may have:

- behaved in a way that have harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have occurred outside of the school that could pose a transferable risk.

Allegations that someone that working in, at or on behalf the school has met the harm threshold should be immediately referred to the Headteacher in person. Staff may be required to provide a written statement at the request of the Headteacher.

If the allegation relates to the Headteacher; this should be immediately verbally reported to the Chair of the Local Governing Body and/or CEO.

If there is any conflict of interest or immediate risk of harm to a child or; then the person with the concern must ensure Immediate safety and contact the Local Authority Designated Officer in accordance with Shropshire Safeguarding Community Partnership Managing Allegations Procedures.

In most cases; the Headteacher (or the Chair of Governors/Proprietors/Central Services if applicable) will lead on managing allegations; with the support of the Human Resources Department and the Designated Safeguarding Lead. They will ensure that Part 4 Keeping Children Safe in Education and Shropshire Safeguarding Community Partnership Managing Allegations Procedures are applied. Any allegations that meet the above criteria will be referred to the Local Authority Designated Officer within 1 working day and we will follow their advice and guidance.

It is essential that any allegations of abuse against a member of staff are dealt with quickly, in a fairly and consistent way to effectively safeguard all those involved.

We also have a duty of care towards our staff, and we will provide a named contact for the staff member.

If necessary, we will adhere to our legal reporting duties (such as referring to the Disclosure and Barring Service or Teaching Regulation Agency) as employers as outlined in Part 3 Keeping Children Safe in Education if the criteria for such reporting is met.

2. Allegations / concerns that do not meet the harms threshold (Low level concerns).

The term low level does not mean that these concerns are insignificant. A low-level concern is when staff or volunteer 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 harm threshold at point 1 above.

Low level concerns should be reported in person to the DSL/ Headteacher; to embed our culture of openness and transparency. To ensure that our school's values and expected behaviours are lived, monitored, and reinforced by all staff.

The Headteacher will gather as much information as possible and the Headteacher will decide the outcome of all low-level concerns (in consultation with the Designated Safeguarding Lead if necessary) raised in line with the Staff Code of Conduct and Disciplinary Policies. Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider school culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

Whistle Blowing

Whistleblowing is the mechanism by which staff can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the school's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children.

If staff have such concerns; these should be raised to DSL or Headteacher referring to the Trust Whistleblowing Policy.

If staff feel unable to raise concerns with the school directly; they can contact:

- NSPCC Whistleblowing Advice Line. NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends.
- The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a childcare and education providers: Complaints procedure - Ofsted - GOV.UK
- • General guidance on whistleblowing can be found via: Whistleblowing for employees: What is a whistleblower - GOV.UK

Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families; staff and others safely and lawfully. This includes:

- Securely manage electronically held information in line with Meeting digital and technology standards in schools and colleges(see also Online Safety)
- Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in the GDPR and Data Protection Policy.

Storage and management of safeguarding information (child protection files)

Safeguarding concerns and responses for individual children are stored on CPOMS at each academy school. This has two factor authentication for added security. Where there are historic paper copies, these are stored in a child protection file. Child Protection files are stored individually for each child and are separate to a child's main pupil file. The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of child protection files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole school approach to safeguarding. The CPOMS toolkit outlines to processes used across the trust.

The Designated Safeguarding Lead will ensure that child protection files meet the standards set out in Keeping Children Safe in Education Part 2 and Annex B and the Shropshire Transition in Education Guidance (safeguarding children at educational transition points) (see note in Transfer of child protection files sub section below); as well as to enable analysis of information held on the child protection file to inform their response[4] including:

- ***Ensuring all safeguarding concerns, actions and decisions made and the rationale for those actions/decisions are clearly and factually recorded has been a on the child protection file. (refer to Appendix C: Safeguarding Concern Reporting Form if part of your process and contents of a child protection file in Shropshire Transition in Education Guidance (safeguarding children at educational transition points)).***
- ***Ensuring the recording of professional opinion is clearly explained (for example concerns raised due to observations of established signs and indicators, or actions or decisions taken based on evidence-based assessment/tools; such as those outlined and linked in the local Framework for Action)***
- ***Where child protection files contain extensive historical information, ensuring that records are organised so that:***
    - ***Significant/key events that have had an impact on the child can be clearly identified and reviewed (Please refer to SSCP Chronology guidance)***
    - ***patterns of repeated concerns and/or cumulative harm[5] can be clearly identified.***

  This will enable the Designated Safeguarding Lead to provide a structured summary of current risk, relevant context and ongoing support needs either:

    - ***as part of Sharing safeguarding information with others when responding to safeguarding concerns (for example referrals to Family Help or Child Protection) and/or***
    - ***when carrying out Transfer of child protection files and other safeguarding information to another education provider or for statutory Local Authority education notification processes (such as children missing education or who have become electively home educated).***
- ***Ensuring records are only accessed or shared with those who need to see it in line with data protection laws and Sharing information with others***

Sharing safeguarding information with others

Data protection laws and principles allow us to store, share (and withhold) personal information as follows:

- ***Safeguarding information contained on the child protection file and any other information we hold for safeguarding purposes is 'special category personal data'.***
- ***'Safeguarding of children and individuals at risk' is a processing condition that allows us to share safeguarding information without consent where there is a good reason to do so; as further explained below.***
- ***We will not share personal data in circumstances where the 'serious harm test'[6] is met (where sharing would be likely to cause serious harm to the physical or mental health of any individual).***

We will seek the advice of our Data Protection Officer and the Information Commissioner's Office when necessary.

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, exploitation and/or harm.

[4] Assessments: learning from case reviews | NSPCC Learning
[5] For further guidance see A Practitioner's Quick Guide to Cumulative Harm
[6] A guide to the data protection exemptions | ICO

Staff are expected to share information with one another as part of their work in school about the needs and risks of children on a need-to know basis in line with our Safeguarding Statement so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

Sharing information with other organisations
Staff should be familiar with and use:

- Information sharing advice for safeguarding practitioners.
- ***Sharing personal data with law enforcement authorities | ICO***
- ***Statutory guidance on the Information Sharing Duty will be used once is it published by the Government (which is expected in 2026-27 academic year)***

As part of our work in partnership with parents and children; consent to share their information with others outside of school should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If a parent or child does not consent to information being shared, ***data protection laws allow us to share information without consent for the purpose of keeping a child safe or if there is another legal basis to do so (such as information sharing requirements in statutory guidance). Where this happens, staff will explain to parents and children why the information still needs to be shared, unless it is not safe or possible to do so.***

Decisions to share safeguarding information with other organisations ***(including Transfer of child protection files and other safeguarding information)*** will be overseen by the Designated Safeguarding Lead (please also refer to Designated Safeguarding Lead Response) ***and/or (and always in the case of Ensuring safe staff) the Headteacher.***

When deciding what information to share, consideration will be given to:

- ***the relevancy of the information, including to the current safeguarding risk,***
- ***what is necessary for the receiving organisation to know, and***
- ***whether it is clearly presented and appropriately contextualised (see Storage and management of safeguarding information (child protection files)) .***

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

Transfer (including receipt) of child protection files and other safeguarding information

The Designated Safeguarding Lead is responsible for ensuring that safeguarding information is transferred, reviewed and actioned promptly at all transition points in a child's educational journey; including in-year moves. They will use the Shropshire Transition in Education Guidance (safeguarding children at educational transition points) to guide their practice approach.

When a child leaves for a new education setting (***including in year moves)***; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term.

Where the move is planned; the Designated Safeguarding Lead will consider sharing information ***(which could include a conversation with the Designated Safeguarding Lead in the new provision)*** in advance of the child leaving to help with the child's transition and to enable any ***help, support or protection*** they may need; ***and/or where it would support assessment of risk to others in the school (for example where the child's behaviour causes safeguarding concern). Safeguarding information should be used to support, not disadvantage, the child.***

Child protection files and any other safeguarding information is shared separately to the child's main file and by secure means. Confirmation of receipt of the files should be gained *(refer to Appendix C: File Transfer Record and Receipt if part of your process).*

The file transfer will include a clear, structured summary identifying current safeguarding concerns, relevant context, and any ongoing support needs. File transfers for Children potentially at greater risk of harm and/or whose files contain extensive historical information will include an Enhanced Transition Summary Form

This is shared separately to any child's main file and confirmation of receipt of the files should be gained ***if it is not done by an electronic system*** *(Appendix C: File Transfer Record and Receipt).*

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please also see Children potentially at greater risk of harm). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

The Designated Safeguarding Lead will be notified of all children due to start at the school prior to or (in exceptional circumstances) on the date they start. The Designated Safeguarding Lead will be promptly notified of and review any safeguarding information shared to ensure they:

- ***Understand key risks and needs, relevant context and any ongoing support needs for the child.***

Where information indicates a risk to others and/or the individual child (for example if a child's behaviour causes safeguarding concern) the Designated Safeguarding Lead will work closely with the School Behaviour/Inclusion Lead and other relevant Senior Leaders to respond and assess the risk to both the individual pupil and others in the school; to put in place a safety and support plan in place.

- ***Identify any unclear, incomplete or missing information and seek clarification from the sending provider to ensure effective safeguarding.***

If the child protection file has not been received as required by Keeping Children Safe in Education Part 2 and Annex B; then the Designated Safeguarding Lead will use the SSCP Escalation/Resolution Of Disagreements Policy (or applicable Child Safeguarding Partnership Escalation Policy for the Local Authority area that the sending provider is based).

- ***Share safeguarding information as required with key staff including Deputy Designated Safeguarding Leads, SENCOs or other staff who need to know. See also Children potentially at greater risk of harm.***

Working in Partnership

As is outlined in our Safeguarding Statement; and in order to ensure all children in our school are effectively safeguarded and their welfare is promoted; we will work in in partnership with our children, their parents and other agencies/partnerships as follows:

Children

Our children are taught how to keep safe; including how and when to share or report to us any worries or concerns they have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns in a variety of ways across our academy schools, this includes, but is not limited to:

- Speaking to any member of staff
- Telling a 'safe adult' (this may also include family members)
- Use worry monsters/boxes
- Circle time
- PSHE
- Pastoral support

Staff are expected to build trusted relationships with and work in the best interests of children in line with our Safeguarding Statement; and recognise, respond and report Staff Safeguarding Concerns.

We also actively seek children's views of safety in academy schools through using some of the following methods:

- Pupil voice questionnaires
- PSHE and RSHE lessons
- Pupil interviews
- Safer Schools Questionnaire
- Children's Safeguarding Boards
- School Councils

Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children.[7] This includes:

- In EYFS Meeting with parents prior to children starting to request information relating to the child's routines, likes and dislikes, special dietary requirements, intolerances/ allergies and allergy action plans and requesting parents inform us of any changes to these throughout the year.
- Communicating to parents how we keep children safe in our school (including online). This policy is made available to all parents on each academy school website and on the Trust website. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in academy schools through some of the following methods:
    - Open door policies
    - Parent questionnaires
    - Feedback from parent sessions/workshops
    - Safer Schools Questionnaire

- Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by encouraging parents to raise any concerns as soon as possible with the class teacher, if this does not resolve the concern then the complaints policy can be followed. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with Staff Safeguarding Concerns: Recognise, Respond, Report .
- The Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see Designated Safeguarding Lead Response) in line with the local arrangements in the area that they live.

[7] Outlined in Working Together to Safeguard Children Chapter 1: Principles for working with parents and carers

- Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by giving contact details to parents or other concerned members of the community so that they know have the relevant information and contact details.
- Providing parents with regular information, guidance and external support available to them by
    - Newsletters
    - Online Safety Newsletters
    - Pages on our website
    - Signposting e.g. to Early Help, Family Information Service
    - Running sessions for parents e.g. Understanding Your Child

Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is the Shropshire Safeguarding Community Partnership (SSCP). We engage and co-operate by:

- Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with Working together to safeguard children and the Shropshire Safeguarding Community Partnership local criteria for action and assessment; as outlined in the SSCP Threshold Document. Where children do not live in Shropshire but attend our school; we will work in line with the relevant local arrangements in their home area.
- Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding Children potentially at greater risk of harm.
- Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- Working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- Participating in the local Operation Encompass arrangements; an arrangement where police ***have a legal duty to*** notify schools ***if they have reasonable grounds to believe a child attending the school may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.*** This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. All new parents/carers are sent a letter informing them of our participation in Operation Encompass. (Local Operation Encompass arrangements: Operation Encompass (Domestic Abuse) | Shropshire Learning Gateway)

Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards that provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout school life and underpinned through:

- Safeguarding Statement
- Relationships Policy – Promoting Positive Behaviour (see trust/school websites)
- Preventing Radicalisation
- Our approach to Online Safety
- Our Personal Social Health and Education and Computing curriculum and policies, including our RSHE Policies. The RSHE programme at each academy school is developed to be fully inclusive of all ages and stages of development and consideration of children's needs including Children potentially at greater risk of harm; and addresses issues as outlined Keeping Children Safe in Education 2024; Part 2: Opportunities to teach safeguarding. RSHE programmes are compliant with Relationships and sex education (RSE) and health education - GOV.UK.

The DSL, *RHE/RSHE lead* and other key Leaders and members of the SLT (such as computing, Mental Health and SENDCo) in each school academy will work collaboratively to ensure that this is implemented; and being responsive to any safeguarding themes or patterns of concern that arise in school.

Online Safety

The use of information and communication technology (ICT); is a vital part of the everyday functioning of and life in school. We also recognise the important role ICT plays in the lives of our children and their families.

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children's welfare and safety in school when using internet enabled technology; which are summarised in the following categories[8]:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, e***xtreme sexual or physical violence,*** misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users ***or generative AI applications that stimulate this;***; for example: 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:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images ***including those generated using AI*** and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We adopt a whole school approach to online safety which aims to safeguard and educate our children and their families, staff, visitors and our school in our use and management of ICT (including the use of ***Artificial Intelligence,*** camera enabled; mobile and personal devices and the ICT systems we have in place). Our online safety policy outlines our approach, including:

Our Online Safety Policy outlines our approach as to how technology is used, by who and when including:

- ***The use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities (in line with Mobile phones in schools and Early years foundation stage (EYFS) statutory framework. Acceptable Use Agreements are included as appendices either to this policy or separate Online Safety Policy.)***
- ***Filtering and monitoring systems which are in line with digital and technology standards for Filtering and monitoring and include:***
    - ***Identification and assignment of roles and responsibility to manage filtering and monitoring systems.***
    - ***Reviewing filtering and monitoring provision at least annually***
    - ***Blocking harmful and inappropriate content without unreasonably impacting teaching and learning***
    - ***Ensuring effective monitoring strategies in place that meet our safeguarding needs.***
- ***Reference to our Cyber security arrangements that ensure information security (see also Record Keeping and Information Security), reduce the risk of disruption and mitigate safeguarding risks These are in line with digital and technology standards for Cyber Security and take account of Schools \| National Cyber Security Centre.***

  Any school cyber security incidents will be reported to Action Fraud (National Fraud and Cyber Crime Reporting Centre) and, if there is a data breach this will be reported in line with our Data Protection Processes to the Information Commissioners Office.

- ***The use of Generative Artificial Intelligence (AI). We use Generative AI in line with Generative AI: product safety standards and ensure we understand and help our children to understand the safe use of***

Generative AI. Refer to Generative artificial intelligence (AI) in education - GOV.UK and your Generative AI Policy if you have one.

- ***The use of screens with early years children. We follow Help for early years providers : Screen use***
- ***Ensuring children are taught how to use technology (including Generative AI) safely. As further outlined in Teaching our children how to keep safe.***
- ***Where children are being asked to learn online at home, we follow advice from the Department of Education; Safeguarding and remote education . Our approach to remote learning is outlined in our Remote Learning Policy***
- ***All Staff, senior leaders and members of the Governing Body are appropriately trained (see Professional Development and Supervision) to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.***

Reviewing online safety
We review our online safety arrangements at least annually to ensure that we meet the online safety standards outlined in Keeping children safe in education and Early years foundation stage (EYFS) statutory framework;

Including ensuring adherence to:

- ***digital and technology standards for Filtering and monitoring and Cyber Security***
- ***Generative AI: product safety standards***
- ***Early Years practitioners: using cyber security to protect your settings \| National Cyber Security Centre***
- ***Help for early years providers : Screen use***

Preventing Radicalisation

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015; places a duty on schools and registered childcare providers to have due regard to the need to prevent people from being radicalised into terrorism.

We have Prevent Duty Policy in place which outlines how we fulfil this duty.

We fulfil our duty by:

- Promoting fundamental British Values as part of our values and curriculum in each academy school.
- Ensuring the school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and extremism, and are able to challenge these ideas.
- Be alert to and identify children who may be susceptible to radicalisation into terrorism and where it is assessed as appropriate by the Designated Safeguarding Lead; make a Prevent referral (in line with the local Preventing Terrorism Processes)
- Monitor and report any hate based behaviour as part of our Behaviour and Child-on-Child Abuse Policies (Hate related incident reporting processes can be found here).
- Outline in our Online Safety how children are being safeguarded from being drawn into terrorism (see Teaching our children how to keep safe)
- Ensure that hosting external speakers or visitors that attend our school premises are suitable and appropriately supervised (please also refer to Visitors)
- Assess the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area.

Each academy school completes a Prevent risk assessment (Appendix I) specific to their local context, which is reviewed at least annually and updated when risks change. The risk assessment and any actions arising from it are reported to the Local Governing Body as part of the termly safeguarding update (for information and local oversight) and to the Director of Education/Strategic Lead for Safeguarding. The Safeguarding Trustee receives an annual reports

on Prevent duty compliance across all academies and reports to the Trust Board, which holds statutory accountability for ensuring the trust meets its Prevent duty obligations.

All Staff, senior leaders and Governors are appropriately trained (see Professional Development and Supervision) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

Children potentially at greater risk of harm

We recognise that whilst all children should be protected, some groups of children, are potentially at risk of greater harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups. Where a child falls into multiple groups above; this potentially further increases their vulnerability.

Children who need Local authority social care (Child in Need and Child Protection Plans).

If a child needs Local Authority social care, as a child in need or because of child protection concerns, they are more vulnerable to harm/further harm and may face barriers to attendance, learning, behaviour and mental health.

The Designated Safeguarding Lead will be informed (if they are not already aware/have referred a child) when a child needs Local Authority Social Care. They will be a part of the core group of agencies (known as the core group) to so that decisions can be made in the best interests of the child's safety, including ensuring that the child's educational outcomes are promoted.

We ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements to ensure that they are aware of their greater level of vulnerability and ensure their educational outcomes are promoted.

Looked After Children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life. ***They are more vulnerable to harm/further harm and may face barriers to attendance, learning, behaviour and mental health.***

We ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements to ensure that they are aware of their greater level of vulnerability and ensure their educational outcomes are promoted. We have an appointed Ddesignated teacher. They work closely with the DSL and the local authority; including the allocated social worker or Personal Advisor; as well as the Virtual School to promote the educational achievement of registered pupils who are/have been looked after in line with Statutory guidance - Designated teacher for looked-after and previously looked-after children; and where required respond to safeguarding concerns.

Children who are absent from or are not in receipt of full-time education

Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

Children being absent from education including those accessing early years provision for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect or child exploitation; as well as other needs. [9]

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need ***and/or medical need.***

[9] See also Safeguarding children not in school | Child Safeguarding Practice Review Panel

Our response to children who are absent from or not in receipt of full-time education (in the case of school aged children); ensures that we are proactive in safeguarding children and identify indicators of abuse, as well help to prevent the child missing education in the future.

We hold more than one emergency contacts per child and follow up all unexplained absence in a timely manner. Any response to absence (including absence within the school day) will be considered in the context of any need or concern that we are already aware of for the child or their family. This may include the use of home visits (see home visits guidance).

Any patterns of or prolonged, persistent or severe absence will result in us working with the Education Access Service: Attendance (in the case of school aged children); and in the case of Looked After Children and previously looked after children; the Virtual School. Such absence will also be considered as a safeguarding concern and recorded as such. In these circumstances, the Designated Safeguarding Lead will work closely with the School Attendance Lead and other relevant Senior Leaders as part of their response.

Further details as to our response to children who are absent from or not in receipt of full-time education; including where this is due to special education and/or medical needs (in the case of school aged children) are outlined in the following policies, which are made available to parents (see also Working in Partnership):

- ***Attendance Policy***
- ***Supporting pupils with medical conditions policy (see also Safeguarding children with medical conditions)***

Children who are Electively Home Educated.

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best ***interests*** education at the heart of the decision. However, this is not the case for all, and home education can mean some children are ***are not in receipt of suitable education and*** less visible to the services that are there to keep them safe and supported in line with their needs. ***When a parent/carer expresses an intention to electively home educate their child we will follow local Elective Home Education process and policy and DfE Elective home education guidance.***

Where parents need local authority consent to home educate their child and/or elective home education may not be in the child's best interests and/or increase their risk of abuse, neglect, exploitation or harm, this will be treated and recorded as a safeguarding concern.

In these circumstances the Designated Safeguarding Lead will work closely with the Headteacher, the SENCO (if the child has special educational needs) and Education Access Service to review the decision to ensure the parents/carers have considered what is in the best interests of each child.

When a parent has expressed their intention to remove a child from school, with a view to educating at home, academy school may:

- Arrange a meeting with parents to discuss whether this is in the best interests of each child.
- Refer to DfE Elective home education guidance and Shropshire Council processes and protocols.
- Complete Local Authority Paperwork, including any important information, for example where a child has special educational needs or disability, and/or has a social worker and/or otherwise vulnerable.
- Complete a follow up letter to parents outlining the content of any meeting and the follow up procedures the school has taken.

Children *whose behaviour causes concern*

It is important that children in our schools know and understand how we expect them to behave. This includes teaching them how to behave in a safe and healthy way within, outside and after school; and ensuring that our school is a safe place where all children feel safe and able to learn.

Our Relationships Policy: Promoting Positive Behaviour outlines the expected standards of behaviour for our children; as well as the systems we have in place to create a safe school environment including:

- ***The Use of reasonable force ,***
- ***Searching, screening and confiscation,***
- ***The use of Mobile phones in schools***
- ***Preventing all forms of bullying and our approach to preventing and responding to child abuse, which is also outlined at Appendix A: Child-on-Child Abuse (including harassment and violence) Procedures***
- ***Use of/referral to local education inclusion arrangements and/or hate relating incident reporting processes.***

It further outlines how the school will support and respond to children with additional needs (including those with Special Educational Needs and Disabilities or other Children potentially at greater risk of harm); and children who are suspended or at risk of permanent exclusion.

Behaviour that causes concern can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation, harm or some other form of adverse experience[10] in their life. Staff are expected to adhere to Staff Safeguarding Concerns: Recognise, Respond, Report where a child's behaviour also indicates a safeguarding concern; including being alert to behaviour that causes concern outside of school (including online). This policy and procedures will be followed when there are concerns that a child:

- ***Is showing early signs of abusive, violent and/or harmful behaviours. These behaviours may be physical, sexual or emotional and could be directed towards children or adults (including staff). It could also include where a child expresses intent to cause serious harm or kill others. Where behaviour is directed towards other children, Appendix A: Child-on-Child Abuse (including harassment and violence) Procedures apply.***
- ***Is regularly/repeatedly receiving sanctions; including being repeatedly removed from the classroom, experiencing multiple suspensions, and/or is at risk of being permanently excluded.***
- ***Is carrying or using a weapon (or expressing intent to do so)***
- ***Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines***
- ***Is at risk of being radicalised into terrorism (see also Preventing Radicalisation)***
- ***Is frequently missing/goes missing from education (including during school time), home or care***
- ***Has signs of self-harm, suicidal ideation/risk of suicide (see also Children requiring Mental Health Support)***
- ***Is misusing alcohol or other drugs***

As part of the Designated Safeguarding Lead Response, the Designated Safeguarding Lead will work closely with the School Inclusion Lead/ SENDCO and other relevant Senior Leaders to assess the risk to both the individual pupil and others in the school; to put in place a safety and support plan. If applicable, they will follow:

- ***Appendix A: Child-on-Child Abuse (including harassment and violence) Procedures and/or***
- ***Keeping Children Safe in Education: Part 1 & Annex A: Serious Violence (including where there are concerns about the child carrying or using a weapon; or expressing intent to do so) and/or Local hate related incident reporting processes.***

Safeguarding Children with Medical Conditions

We recognise the importance of ensuring early support for children with medical conditions to ensure that their welfare is promoted and they are effectively safeguarded.

We support children with medical conditions, including allergies and mental health needs through clear school arrangements that promote their health, safety and inclusion. Relevant information is obtained from parents and

[10] See Understanding trauma and adversity | Resources | YoungMinds for further information.

carers, recorded accurately, shared with appropriate staff on a need-to-know basis, and reviewed when needs change. Staff follow agreed procedures and relevant staff complete appropriate training for:

- ***managing allergies and dietary requirements, including ensuring safer eating,***
- ***maintaining first aid arrangements and responding to medical incidents***
- ***administering medicines (where necessary),***

Where appropriate and proportionate individual health care plans and children's education is adapted (see also Children who are absent from or are not in receipt of full-time education) to ensure we effectively support children with medical conditions. This may also be in place alongside support provided as part of a child's special education need or disability.

Further details as to our procedures for children with medical conditions are outlined in:

- ***Supporting pupils with medical conditions policy that is in line with Supporting pupils with medical conditions at school - GOV.UK, and the local Inclusion Pathway (includes Section 19) and Early years foundation stage (EYFS) statutory framework - GOV.UK***
- ***Allergy Safety Policy that is in line with Allergy safety in schools - GOV.UK***

Where there are concerns that a child's medical needs are not being effectively managed or responded or indicates risk of suffering abuse, neglect, exploitation and/or harm (whether from parents/carers or other people outside of their family including staff); staff are expected to adhere to Staff Safeguarding Concerns: Recognise, Respond, Report and (in the case of staff Ensuring safe staff). The Designated Safeguarding Lead Response will work closely with relevant senior leaders to Work in Partnership and in line with the Framework for Action to ensure that the child is effectively safeguarded. Where applicable safeguarding arrangements for Children who attend Alternative Provision will also apply.

Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation ***and/or harm***. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised.

Only appropriately trained professionals should attempt to make a diagnosis of mental health problem. However, we understand that we have an important role to play in:

- ***promoting good mental wellbeing and preventing the onset of mental illness; including Teaching our children how to keep safe.***
- ***observing children and identifying early those who may be experiencing mental health problems or being at risk of developing one,***
- ***ensuring early targeted support is provided, and***
- ***liaison with/referral to specialist services where needed.***

For most children who require mental health support; we will follow our procedures for children with medical conditions. If there are concerns that a child may be experiencing or at risk of developing mental health problems that place them at risk of harm (for example concerns about self-harm, suicidal ideation or risk of suicide, eating disorders etc); then staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

As part of the Designated Safeguarding Lead Response, the Designated Safeguarding Lead will work closely with the Senior Mental Health Lead (where the school has one) to promote and if necessary, enable children to access support from local mental health support and services. Where there are concerns about self-harm; suicidal ideation of risk of suicide; local pathways and resources will be used.

If there are concerns that a child's mental health needs may place them at risk of harm (for example concerns about suicidal ideation or attempts, self-harm, eating disorders etc); then staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

Some of the systems and processes academy schools have in place for identifying possible mental health problems include:

- Pastoral support e.g. ELSA trained staff; Zones of Regulation
- PSHE
- Mental Health and Wellbeing Policies
- Mental Health Leads
- External support e.g. play therapist, Mental Health Support Worker

Children with Special Education Needs Disabilities or other health issues.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise and ***ensure our staff are trained to be aware*** that additional barriers can exist when recognising ***abuse, neglect, exploitation and/or harm*** in this group of children. These can include:

- ***assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,***
- ***these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,***
- ***the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,***
- ***communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,***
- ***the need for intimate care or that these children are isolated from others,***
- ***that these children are more likely to be dependent on adults for care, and***
- ***these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.***

Where safeguarding concerns are raised for a child who has SEND, the Designated Safeguarding Lead will work closely with the SENCO. Where applicable safeguarding arrangements for Children who attend Alternative Provision will also be followed.

Some of the systems and processes academy schools have in place to identify additional pastoral support and attention for children with SEND include:

- 'A Day in the Life of'
- A consistent, Trust wide approach to SEND documentation
- Working with Trust SENCo and SEND Strategic Lead to ensure that the best practice and provision for each individual child is in place
- High quality training and support for staff working with children, liaising with external agencies where needed
- Regular Trust wide SENCO meetings to support across schools
- Due regard to *SEND code of practice* and *The SEND local offer | Shropshire Council* and *Education for children with health needs who cannot attend school*.

Children who attend Alternative provision

Children placed in Alternative Provision (AP) often have complex needs and may be more vulnerable to harm. When a school commissions AP, it retains responsibility for the child's safety and welfare and must ensure the provider can meet the child's needs.

We ensure safeguarding arrangements at any Alternative Provision (whether school or non-school) that we commission are effective and compliant with:

- ***Keeping children safe in education (Part 2)***
- ***Alternative Provision .***
- ***Non-school alternative provision: voluntary national standards.***

We refer to and follow the Local Alternative Provision processes; seeking guidance from the Education Access Service (Attendance/Inclusion Teams) | Shropshire Learning Gateway when needed.

We ensure that there are robust procedures are in place between ourselves and the alternative provider/commissioning school including:

- ***Staff in the alternative provision report concerns to their DSL. Where we are acting as the alternative provider, staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.***
- ***The DSL for the alternative provision will share and discuss the concern with the commissioning school's DSL to agree the Designated Safeguarding Lead Response***
- ***The DSL for the commissioning school will ensure that they share any relevant safeguarding concerns and if necessary, include the DSL for the alternative provision in the Designated Safeguarding Lead Response.***
- ***Both the commissioning school and the alternative provider will maintain their own child protection file for the child in line with requirements in Keeping Children Safe in Education (Part 2 and Annex A) and Record Keeping and Information Security. The alternative provider will ensure regular transfer/sharing of the child protection file throughout the commissioning period as well as when the placement comes to an end.***

A checklist for Alternative Provision can be found Appendix 1.

Young Carers[11]

Young carers are children who have everyday caring responsibilities for a family member. Children and/or their family may not share that they have such caring responsibilities. The care and support a young carer provides for their family is incredibly important; but the additional responsibility this places on a child can also impact their attendance, attainment, behaviour and wellbeing.

We expect our staff to be alert to the signs that a child might be a young carer. Signs might include noticing that a child[12]:

- ***Seems anxious about being away from home***
- ***Is often tired or distracted***
- ***Finds it difficult to fully engage with their education. For example, has irregular attendance (including absence/lateness); not completing homework; unable to take part in after school activities.***
- ***They are carrying out responsibilities beyond what's typical for their age or level of development***
- ***Worries about a parent/carer or sibling's wellbeing***
- ***Withdraws socially or avoids making plans***

Where there are concerns that a child is a young carer who may need extra help and support; staff are expected to follow Staff Safeguarding Concerns: Recognise, Respond, Report. As part of the Designated Safeguarding Lead Response; the DSL will consider enabling the child and family to access local support for Young carers. Further information: Young carers | Shropshire Council

Children under 5, particularly babies and those not yet born

[11] For further information, please see: Young carers | Shropshire Council

[12] 'Who Am I? Young carers poem and animation

Children under 5 years of age are particularly vulnerable to abuse and neglect[13]. Babies (under the age of 1 including those not yet born) are more vulnerable to experiencing serious harm in certain circumstances.[14]

As part of our nursery provision, we care for children under 5 including babies under the age of 1 and follow the Early Years Foundations Stage Statutory Framework.

We consider the safety and welfare of every child within a family; even if they do not attend our school/setting (see Safeguarding all children and Working in Partnership). As such, we ensure that we are alert to families who are pregnant and/or have children under the age of 5, including paying attention to any indications that children in this group may be at risk.

Where concerns about children in this group arise; staff are expected to adhere to Staff Safeguarding Concerns: Recognise, Respond, Report. As part of their response, Designated Safeguarding Leads will ensure they refer to specific regional procedures as applicable including:

- ***Pre-Birth***
- ***Bruising in Babies and Children***

Children who are Black, Asian, Mixed Heritage or from other minoritised ethnic communities.

Children who are Black, Asian, Mixed heritage or from other minoritised ethnic communities (including Gypsy Roma and Travelling communities) are more likely to experience racism, bias, stereotyping or cultural misunderstanding. We recognise that additional barriers can exist when recognising and responding to abuse, neglect, exploitation and/or harm for children in these groups.[15]

We will act in line with our Safeguarding Statement; as well as being aware of when bias (conscious or unconscious) may affect how we work with children and their families in this group. For example,

- ***Care should be taken to ensure children in these groups are not treated as older, more mature or resilient than they are (known as adultification).***
- ***Working in partnership to understand how a child's culture and identity shapes what daily life looks and feels like for them.***

We will also, where appropriate use, and follow hate relating incident reporting processes.

Children who are lesbian, gay or bisexual

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children in these groups can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning can be just as vulnerable as children who are.

Our Trust Behaviour Policy and Appendix A: Child-on-Child Abuse (including harassment and violence) Procedures further outlines how we prevent and respond to bullying and other forms of child-on-child abusive behaviour. We will also, where appropriate use, and follow hate relating incident reporting processes.

[13] Early years safeguarding and child protection | NSPCC Learning
[14] Vulnerable babies | Child Safeguarding Practice Review Panel
[15] See Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning and Black, Asian and Mixed Heritage children | Child Safeguarding Practice Review Panel

Child-on-Child Abuse *(including harassment and violence)*

As set out in our Safeguarding Statement; we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse, ***including harassment and violence***) or use words or actions which downplay or could (if not responded to) lead to such abuse[16],, ***as this can lead to a culture of unacceptable behaviour and an unsafe environment for children. In worst case scenarios this can create a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.***

We want to ***ensure that no child in our schools experiences*** child-on-child abuse ***(including harassment and violence). However, we understand the scale of child-on-child abuse (including harassment and violence) and that we cannot just rely on children telling us child-on-child abuse is happening. Even*** if there are no reports in school, this does not mean child-on-child abuse ***(including harassment and violence)*** is not happening, ***but it is just not being reported.***

Staff will be made aware of the signs and indicators of child-on-child abuse (including harassment and violence) as part of their Professional Development and Supervision; which do not just rely upon children telling someone. Staff are expected to follow our Appendix B: Child-on-Child Abuse Procedures

Each school monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse (including harassment and violence) as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our Governing Body.

Staff Safeguarding Concerns: Recognise, Respond, Report

Recognise

Be alert and curious!

Pay attention to possible **signs or indicators** of abuse/harm to the child from the child themselves or others either from your own observation or what the child/others tell you:

Appearance

Behaviour

Communication.

Do not just rely on a child telling you (there are lots of reasons why they won't)

Any child in any family could become a victim of abuse, neglect or exploitation and/or harm. Abuse and safeguarding issues are complex; and can often involve a child experiencing ***overlapping*** issues or types of abuse.

Staff should always maintain the attitude that abuse "could happen here". Staff should be particularly alert to Children potentially at greater risk of harm and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse/harm.

[16] Words or actions which downplay include describing or accepting "banter", "just having a laugh", "part of growing up" or "boys being boys".

As well as maintaining their Professional development and accessing support; staff can remind themselves of the signs and indicators of abuse/harm and safeguarding issues by referring to: Keeping Children Safe in Education 2024: Part 1 and Annex B. and SSCP - Contacts and Definitions.

Signs and indicators of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

Concerns shared directly by a child: Staff *must not rely* on children telling them they are experiencing abuse, neglect, exploitation and/or harm. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our Safeguarding Statement; work in partnership and use professional curiosity and skills in developing trusted and supportive relationships in their everyday work with children.

Observations: In person or online (including online behaviour in school) of a child or someone else (for example a parent, someone working or visiting the school).

Concerns shared by others: either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the school or individual children.

Other systems we have in place: For example online filtering and monitoring or information from other agencies through working in partnership etc.

There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may act as an early sign for the need for early help and support. In such circumstances; staff are still expected to respond in line with this policy.

Respond

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and refer child protection concerns)

Apply other relevant policies/procedures (e.g. behaviour; first aid; attendance, staff code of conduct and/or Appendix B: Child-on-Child Abuse Procedures as applicable).

Seek views/gather relevant information (if safe to do so).

Remember: Listen (don't investigate), reassure (don't promise) and explain you will be reporting the concerns.

Immediate safety

If a child is in **immediate danger**; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

- Contact emergency services if someone is in immediate danger (999).
- If necessary; refer child protection concerns themselves (follow Multi-agency Referral: Reporting concerns (MARF))
- Work in line with our Behaviour Policy and Use of reasonable force in schools guidance.

- Report any allegations of harm by adults in a position of trust or unsafe practices in school in line with the Ensuring safe staff.

Other relevant policies/processes

Staff may need to follow other school safeguarding policies/processes (see Linked Policies) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse (including harassment and violence); Appendix B: Child-on-Child Abuse Procedures (including harassment and violence) should be referred to.

Injuries

We request parents notify us of any accidents or injuries to their child before attending school. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during school time; staff will follow our accident reporting and first aid procedures.

We use body maps to record information about physical injuries to a child as part of our first aid/safeguarding concern reporting processes.

Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

- Children (where appropriate and depending on the circumstances and their role with children);
- any other people involved in school (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding: see Record Keeping and Information Security)
- Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating. Please also refer to When concerns are directly shared by a child.

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff should follow guidance in the Recording Keeping and Information Security: Sharing safeguarding information with others section.

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be reported to and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. Communication tools/services that staff may use in their academy schools include:

- Pastoral support e.g. Emotional Literacy Support Assistants

- Makaton
- Therapy e.g. Lego, Drawing and Talking, Play Therapy
- Specialist support e.g. teacher of the deaf; BSL

When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in their Appearance, Behaviour or other forms of communication (see Recognise section).

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse, neglect, exploitation and/or harm. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

- **Listen to the child.** Please refer to this NSPCC poster.
- **Remain calm:** the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
- **Explain it can't be a secret.** Staff must explain to the child that what they share has to be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.
- **Reassure** and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
- **Seek the child's views:** use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child.
- **Explain** what will happen next. If you don't know everything that is going to be done, tell the child that you will make sure that they are kept informed.
- **Report and record** the conversation immediately as outlined in the Reporting concerns section.
- **Seek support** if you feel distressed e.g. from school based supervision; your DSL; coaching.

Report

Report in person to the Designated Safeguarding Lead as soon as possible.

Record your concerns, decisions, actions and outcomes on the safeguarding recording system.

If concerned about a member of staff or someone else in the school; report in line with Ensuring safe staff.

Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead as soon as they are recognised and after the initial response to the child and others. Staff are expected to verbally report their concerns to the Designated Safeguarding Lead.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the school; staff must follow Ensuring safe staff.

Record concerns

Record Keeping – General Principles

All safeguarding concerns must be recorded by the staff member in on CPOMS. Guidance on how to log incidents can be found in the CPOMS Toolkit.

When logging a concern, it is the role of the person recording to effectively convey the nature of the concerns to DSLs or Deputy DSL.

Records are vulnerable to misinterpretation and decisions may be made by DSLs and Deputy DSLs based on the information provided to them.

Staff should take time to ensure that concerns provide an accurate representation of the situation, and convey the child or young person's perspectives, wishes and feelings.

The information recorded is likely to have a direct influence on the support put in place for a child and their family. When recording incidents or actions on CPOMS, staff should ensure that records are:

• Professional (consider spelling and grammar, avoiding jargon, initials and abbreviations)

• Objective (be descriptive, use body maps and avoid subjective words (e.g., "inappropriate")

• Accurate (avoid vague or ambiguous statements, distinguish between fact and opinion and use the child's own words)

• Child Centred (capture the perspectives, wishes and feelings of the child, wherever possible)

• Timely (concerns should be logged at the earliest opportunity)

• Succinct (details should be comprehensive, but concise)

• Evidenced (upload relevant evidence to the incident, such as statements, if applicable) Evidence of indecent images or videos of children MUST NOT be uploaded to CPOMS.

• Action focussed (include any action already taken) Staff should be mindful that records may be shared with children, their families or presented as evidence in court.

Appendix D: Safeguarding Concern Reporting Format for use on CPOMS.

Each safeguarding concern record should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- any action taken, decisions reached and the outcome.

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

Designated Safeguarding Lead Response

Safeguarding concerns can be raised by staff as above; but may also be raised to the Designated Safeguarding Lead by:

- Children, parents, or visitors to the school.
- Other agencies (see Working in Partnership)
- The school's ICT filtering and monitoring systems..

The Designated Safeguarding Lead will:

Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

- Working Together to Safeguard Children 2023 (particularly Chapters 1 and 3)
- Keeping Children Safe in Education 2024
- SSCP Framework for Action
- Other relevant local tools and pathways (West Midlands Procedures)
- If applicable Appendix B: Child-on-Child Abuse Procedures
- If applicable Understanding and identifying radicalisation risk in your education setting
- When to Call the Police Guidance for Schools
- CPOMS toolkit

Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff; in the best interests of the child. The DSL will assist the Headteacher with decisions to Ensuring safe staff in school.

In making decisions; the Designated Safeguarding Lead will work in partnership with the Headteacher; relevant staff/senior leadership team in line with their Roles and Responsibilities and any other organisations as appropriate (see Working in Partnership and Record Keeping and Information Security).

Actions could include one or more of the below:

- ***Manage internally/provide every day advice and support in alignment with school policies and processes and the SSCP Framework for Action offering support to the child and their family through school pastoral support in a way which addresses the needs/risks identified. This may also include actions to make locations/school infrastructure (including online) safer; adapt our curriculum to ensure we are Teaching our children how to keep safe.; or Working in Partnership.***
- ***Offer Extra Help/Community Based Early Help in line with local Framework for Action and/or use of/referral to local education inclusion arrangements; we will consider offering other support or intervention beyond internal management. This could include offering and/or referring a child and/or their family for enhanced or specialist support services to address the needs/risks identified. Any referrals for support will require parental consent and will take account of children's wishes and feelings.***
- ***Offer and refer to Family Help: in line with local Framework for Action and/or use of/referral to local education inclusion arrangements. Where is identified that a child and their family would benefit from a co-ordinated, multi-agency response and there are clear needs/risks we will offer and refer to Family Help. This could include offering and/or referring a child and/or their family for enhanced or specialist support services to address the needs/risks identified. Any referrals for support will require parental consent and will take account of children's wishes and feelings.***
- ***Raise Child Protection Concerns in line with local Framework for Action and (if applicable) reporting requirements set out Keeping children safe in education.***
- ***Report to the Police. If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police. The law may also require us to report concerns that crimes have been committed by others where children have not been directly involved (for example in the interests of community safety). We will follow our Sharing safeguarding information with others procedures, including using: Sharing personal data with law enforcement authorities \| ICO***

  Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of When to call the police: guidance for schools and colleges.

Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in relevant local tools and pathways (e.g. to Prevent Radicalisation; ensure Online Safety; respond to domestic abuse: Multi-Agency Risk Assessment Conference).

Record actions, decisions, and outcomes.

On the child protection file and in line with Record Keeping and Information Security . This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see Working in Partnership). The Designated Safeguarding Lead will keep detailed, accurate, written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

Manage and oversee any ongoing response.

Once the initial actions are taken; the Designated Safeguarding Lead will decide whether there is an ongoing need to actively monitor or manage the safeguarding needs of a child. Where this is decided; they will ensure that the school works in partnership with the child; parents, and any other involved agencies. This may include taking further actions (as outlined above) where concerns escalate.

The SSCP Escalation/Resolution of Professional Disagreements Policy will be used to challenge, resolve and if necessary escalate any concerns the school may have when working with other agencies in safeguarding children.

Appendix A: Alternative Provision Quality Assurance Checklist

Alternative Provision Quality Assurance Checklist			
Name of alternative provision:			
Name of person completing checklist (from host school):			
All agencies and settings who place pupils at alternative provision MUST quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and **frequent (at least half termly)** thereafter.			
		On file/ evidence of check	**Date & Initial**
1	If this quality assurance check is a review, please confirm the date of previous assurance check. This should be at least half termly.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N Education providers offering full-time education for five or more children of compulsory school age, or at least one child with an EHC plan or who is looked-after by a local authority, **are required to be registered as independent schools** and must meet the Independent School Standards. Commissioners **should ensure they do not place children with an unregistered provider if that would mean the setting would need to be registered** as an independent school.		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attache The agreement should include the **nature of the intervention, its objectives, reintegration plans, and the timeline** to achieve these objectives, set out in a personalised plan for the child. These **objectives, plans, roles, and responsibilities should be set out in writing by the provider and regularly reviewed with all stakeholders**, including parents and the child where appropriate. **For pupils in years 9 and below, the agreement should specify that placements are expected to last no longer than 2 terms before reintegration.**		
5	Is there a clear governance structure within the Alternative provision? Y/N The alternative provision strategic plan should be **clear on the role and responsibility of all stakeholders and agencies** in the planning and delivery of effective education for children needing additional support. For Pupil Referral Units (PRUs), local authorities are required to establish management committees with a strategic role in setting and monitoring aims and objectives.		

6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N Prior to placement, **all relevant information must be shared with providers** and other parties, including details on SEN, disability or medical need, literacy, safeguarding, or other issues. This information **should be jargon-free** and provided in accordance with data protection principles.		
7	Pupil's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached. Arrangements must be in place for prompt follow up of all absence, particularly unexpected and unexplained absence.		
8	Is there a procedure for when pupils fail to attend or the placement breaks down? Y/N Commissioners should maintain regular contact with the provider and child, with **clear procedures in place to exchange information, monitor progress, and provide pastoral support**. Where safeguarding concerns arise, the placement **should be immediately reviewed and terminated if necessary**, unless or until those concerns have been satisfactorily addressed.		
9	Is there adequate access to resources for all pupils who access the provision? Y/N Alternative provision should be of good quality, delivered by high quality staff with suitable training, experience and safeguarding cheques.		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N The curriculum should **support academic achievement while also addressing any additional needs of the child, including improving behaviour and re-engaging them in education**. The "Behaviour in Schools Guidance" is referenced for delivering provision to address behaviour and improve engagement		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports **Provision agrees to assess each pupil at least half-termly against their personalised plan.** **The personalised plan must include:** **- Clear improvement and attainment objectives** **- Timeframes for achieving objectives and reintegration** **- Arrangements for assessment and monitoring progress** **- A baseline of the current position (academic attainment, attendance, engagement, and wellbeing)** **- Links to other relevant information (such as EHC plans))** Providers should use a **range of appropriate assessment tools and approaches** to accurately measure progress regardless of entry and exit points or length of stay. The commissioner and provider should build in **regular review dates (at least half-termly)** to monitor the child's progress. The home school should		

	receive regular reports on the child's achievements and progress, including attendance and behaviour management, during the placement		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached) The commissioning school or local authority **retains safeguarding duties towards the child** and must be satisfied that the provision is in a safe environment. This overarching duty implies a need for specific risk assessments for activities to ensure safety.		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N A well-structured induction plan allows the provider to understand the child's background, experience, and needs, enabling them to **tailor the curriculum, support, and interventions to the child's individual needs**. **Engagement with parents should also be part of the initial induction plan**.		
14	Are there robust procedures in place (including information sharing that are referenced in the SLA) to safeguard children in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an online safety policy in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N (copy attached) **The policy must address:** **- Making or sharing of nudes or semi-nudes (including AI-generated or digitally altered images)** **- Expectations for staff, governors, children, and visitors regarding device use** **- Acceptable use agreements** **- Arrangements for filtering, monitoring, and cyber security** **- Specific procedures for mobile phones**		
18 a	**Does the provider conduct an annual review of filtering and monitoring systems, led by a Senior Leadership Team member with DSL and IT support? Y/N** **Evidence of most recent review attached.**		
18 b	**Does the provider have a mobile phone policy that restricts pupil access to mobile phones during lessons, breaktimes, and lunchtimes? Y/N (copy attached)** **KCSIE 2026 establishes this as the default standard for all schools.**		

19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the Single Central Record?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings when necessary? Y/N The strategic plan for alternative provision requires **effective collaboration between all relevant stakeholders and agencies**. The plan **should be clear on the role and responsibility of all stakeholders and agencies** in the planning and delivery of effective education		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action reference number.	Area for improvement	Intended action

Signed by host school: Date:

Signed by Alternative Provision: Date:

Appendix B: Child-on-Child Abuse (including harassment and violence) Procedures

Harmful Sexual Behaviour in School Resources | SWGfL.

Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)

We aim to prevent, identify, and respond to child-on-child abuse at the earliest opportunity by:

- Expecting all staff and Governors/Trustees in our academy schools to ensure they are adhering to and promoting the commitments we make in our Safeguarding Statement.
- Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse ***(including harassment and violence). This includes ensuring staff are alert to what children might be at highest risk during and around the school day, including being alert to incidents that may have occurred outside of school, and/or online.***
- ***Ensuring*** that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse ***including*** Harmful sexual behaviour, sexual harassment and sexual violence. For further detail; please refer to Professional Development and Support
- Being clear how we expect our children to behave towards one another. Our Relationships and Promoting Positive Behaviour Policy outlines these expectations; how the schools will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards (including all forms of bullying). Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
- Ensuring we are Teaching our children how to keep safe..
- Making sure that children who experience or are at risk of experiencing abuse (***including harassment and violence***) from other children are identified, feel supported and safeguarded from further harm.
- Making sure that children who have caused or are identified as being at risk of being abusive ***(including harassment and violence)*** in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
- Making sure that we are taking positive action to ensure that Children who are more vulnerable to child-on-child abuse are not disproportionately impacted by child-on-child abuse ***(including harassment and violence)*** in our school.
- Referring to *Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)*

What is child-on-child abuse *(including harassment and violence)*?

Child-on-child abuse ***(including harassment and violence)***:

- Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
- Actions that cause harm can be a single serious incident or a pattern of incidents.
- Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
- Can happen both inside and outside of school; at home or someone else's home; in public spaces and online. In the school context; we know that child-on-child abuse ***(including harassment and violence)*** can take place in spaces and at times of the school day where children are less likely to be supervised. We also know that where child-on-child abuse***(including harassment and violence)*** is taking place outside of schools (including online) this abuse can also continue and have an impact on a child when they are at school.
- Can be defined in different ways including[17], but may not be limited to:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
    - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

[17] Further detail is outlined in Keeping children safe in education Part 1; Child-on-child abuse (including harassment and violence) and Part 5

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- ***Serious violence including physical assault and harm, threats to cause serious harm or kill or the threat of harm with a weapon***
- ***harmful sexual behaviour, sexual harassment and sexual violence– which may include misogyny/misandry***
- ***consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.***
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- A child may experience one or multiple types of child-on-child abuse ***(including harassment and violence)*** at the same time.

Serious violence including: physical assault and harm, threats to cause serious harm or kill or the threat of harm with a weapon

Serious violence is a continuing safeguarding concern. It may involve:

- ***physical assault,***
- ***carrying, threatening with, or using weapons,***
- ***threats to cause serious harm or kill***

Serious violence can often take place in the context of child-on-child conflict or bullying, and it can also be associated with criminal exploitation.

Staff are expected to adhere to Staff Safeguarding Concerns: Recognise, Respond, Report where a child's behaviour towards other children causes safeguarding concern; including being alert to behaviour that causes concern outside of school (including online). This includes any concerns about a child carrying or using a weapon (or expressing intent to do so) towards another child.

The Designated Safeguarding Lead will follow Our response to child-on-child abuse (including harassment and violence) including carrying out a Risk and needs assessment.

Harmful sexual behaviour, sexual harassment and sexual violence

We follow Keeping Children Safe in Education Part 5: child-on-child sexual harassment and sexual violence to recognise and respond to all signs, reports and concerns of harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence. As outlined in Professional development and support, everyone who works for the school is expected to read and follow Part 5. Designated Safeguarding Leads will carry out Brook Traffic Light Training to help them to respond to child-on-child abuse (including harassment and violence).

(Brook Traffic Light training is the locally recommended training as outlined in Local Authority Safeguarding in Education Training Statement at Safeguarding in Education Training/Networks \| Shropshire Learning Gateway)

In ensuring that staff are not downplaying and can recognise harmful sexual behaviour, sexual harassment and sexual violence, it is important that they understand the applicable laws and are careful about making professional judgments about Sexual development and behaviour in children . This includes understanding what consent is and the age of consent; as well as the age of criminal responsibility (all of which is outlined in Keeping Children Safe in Education Part 5).

We are aware that and will adhere to the mandatory duty to report child sexual abuse[18], following the publication of statutory guidance which is expected to come into force this academic year.

Staff should not make decisions about children's sexual behaviour on their own. Staff are expected to seek the support, advice and expertise of the Designated Safeguarding Lead on this subject.

Where there are concerns indicating child-on-child harmful sexual behaviour, sexual harassment and/or sexual violence (as outlined in Keeping Children Safe in Education Part 5). Staff are expected to adhere to Staff Safeguarding Concerns: Recognise, Respond, Report This includes behaviours, potentially criminal in nature, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Any misogynistic or misandrist behaviours should also be reported.

Consensual and non-consensual making or sharing of nudes and semi nudes

Taking and sharing nude or semi-nude explicit images, including those generated using AI of those aged under 18 is a criminal offence.[19]

Where staff become aware that a child:

- ***has or may have shared a nude or semi-nude images, including those generated using AI either of themselves or another child; or***
- ***has or may have had such images, including those generated using AI of themselves shared by another child or children;***

they are expected to follow Sharing nudes and semi-nudes: how to respond to an incident and adhere to Staff Safeguarding Concerns: Recognise, Respond, Report. This expectation applies even if the child indicates that they have consented to the images being shared (please also see Harmful sexual behaviour, sexual harassment and sexual violence). Staff should immediately report their concerns to the Designated Safeguarding Lead if there is any indication of adult involvement (including concerns that an adult may be pretending to be a child).

The Designated Safeguarding Lead Response to reports of consensual and non-consensual making or sharing of nude or semi-nude images, including those generated using AI will include reference to:

- ***Sharing nudes and semi-nudes: advice for education settings working with children and young people***

AI Generated Child Sexual Abuse Material Guides for Professionals | Internet Watch Foundation & National Crime Agency

Children who are more vulnerable to child-on-child abuse (including harassment and violence)

Please read this alongside Children potentially at greater risk of harm.

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse ***(including harassment and violence).*** When children are abused by other children; there is more often than not a misuse of power or privilege by the child(ren) causing harm. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience[20] in their life. Children who harm other

[18] Further information available at: Mandatory reporting of child sexual abuse in England: update on the Crime and Policing Act | NSPCC Learning

[19] See legislation and guidance at: Safeguarding, sexting and sharing nudes | NSPCC Learning

[20] See Understanding trauma and adversity | Resources | YoungMinds for further information.

children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse ***(including harassment and violence)*** is harmful to all children involved.

Evidence[21] indicates that children from particular groups are more vulnerable to child-on-child abuse ***(including harassment and violence)***. This includes children who:

- Have special education needs and/or disabilities and/or health issues.
- Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
- Are eligible for free school meals. Socio economic inequality can increase incidents of bullying.
- Are from Black, Asian, ***mixed heritage*** and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour/crime. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias[22].
- ***Are Lesbian Gay or Bi-Sexual***. These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
- ***Are questioning their gender***. These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
- Are female. ***Girls are generally more vulnerable experiencing child-on-child abuse (including harassment and violence) and to Harmful sexual behaviour, sexual harassment and sexual violence and abuse in intimate personal relationships. They can however also abuse (including harass and behave violently towards) other children.***
- Are male. Boys and are more vulnerable to experiencing bullying; particularly that which is physical in nature (including being forced to carry out initiation or other acts which humiliate or degrade: known as hazing). ***Boys are more likely to be involved in serious violence including towards other children; particularly if:***
    - ***they have already experienced child maltreatment;***
    - ***previously been a victim of or perpetrated serious violence;***
    - ***are Children whose behaviour causes concern, and/or attend (or have attended) Alternative Provision.***

  Older boys are also more vulnerable to displaying harmful sexual behaviour; particularly if they have already experienced trauma and family difficulties.

Where a child has several differences and would fall into multiple groups above; this further increases their vulnerability.

When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally appropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse ***and/or Serious violence including: physical assault and harm, threats to cause serious harm or kill or the threat of harm with a weapon.***

In considering whether behaviour is abusive; staff should consider:

[21] Evidence sources:

- Keeping Children Safe in Education 2024; Part 2: Children potentially at greater risk of harm.
- Prevalence of bullying (anti-bullyingalliance.org.uk).
- Safeguarding d/Deaf and disabled children | NSPCC Learning;
- Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning;
- Safeguarding LGBTQ+ children and young people | NSPCC Learning;
- Spotlight #3: Young people and domestic abuse | Safelives.
- Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)

[22] Adultification bias within child protection and safeguarding (justiceinspectorates.gov.uk)

- **The impact on the child(ren) affected by the behaviour:** Any behaviour that is likely to have an impact on a child's physical and emotional health and development should be considered potentially harmful. The greater the impact of the behaviour on the child's health and development; the greater level of harm caused to them.

  The needs and circumstances of the child who is identified as being potentially harmed***; including whether they are already identified as Children potentially at greater risk of harm*** should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.
  Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse (please refer further to Staff Safeguarding Concerns: Recognise, Respond, Report)

  Children raising child-on-child concerns either for themselves or others will be taken seriously and never be given an impression they are creating a problem.

- **The behaviour of the child(ren) who is/are allegedly causing harm:** It is important to consider the behaviour of children on a continuum; taking account of their age and level of development; as well as any other needs or circumstances that may influence their behaviour (for example a child who is causing harm to other children could be an indication that they have unmet needs; or may be a sign or indicator that they are experiencing abuse, or are experiencing some other adverse experience which is having an impact upon them).

  Features of abusive behaviour[23] can include:

  - A pattern of similar behaviour (this can include lower-level problematic behaviours that have occurred over time that have begun to increase in frequency or seriousness)
  - A misuse of power over the child who is being harmed. (please also see children who are more vulnerable above).
  - Victimisation of the child who is being harmed. This could also include circumstances where the child causing harm is supported or joined by other children.
  - Intrusive behaviour; not considering or enabling the child being harmed to freely agree and/or consent to the behaviour.
  - An element of control; coercion and/or force.
  - Physical/sexual violence ***including threats to cause serious harm or kill, or the threat of harm with a weapon*** (this does not always have to be present; but where it is so would heighten the level of concern).
  - Evidence that a child is actively seeking, planning or getting enjoyment or pleasure from causing harm would also heighten concern.

Our response to child-on-child abuse (including harassment and violence)

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other ***However, where children's behaviour causes safeguarding concern*** then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the Staff Safeguarding Concerns: Recognise, Respond, Report section.

In responding to any concern of child-on-child abuse; we will take account of:

- ***Keeping children safe in education: Part 5 (Harmful sexual behaviour, sexual harassment and sexual violence), Part 1 and Annex A & B (Serious violence).***
- Use of reasonable force in schools
- Searching, screening and confiscation at school

[23] Adapted from Hackett Continuum as described in Understanding sexualised behaviour in children | NSPCC Learning. When drawing on Hackett's continuum, in order to assess the seriousness of other (i.e. non Harmful Sexual Behaviour) alleged behaviour, it should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider (see Farrer and Co (2022) page 35-36)

- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- When to call the police: guidance for schools and colleges.
- ***Local hate relating incident reporting processes (when applicable)***
- ***Brook Traffic Light Tool (when applicable)***
  If your Designated Safeguarding Lead (including deputies) have not completed the accredited and locally expected training to complete the Brook Traffic Light Tool)
  The local Framework for Action including relevant local tools, pathways and support

Risk and needs assessment.
All staff will immediately consider how best to support and protect **all children involved** in child-on-child abuse ***(including harassment and violence)*** incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse ***(including harassment and violence)*** incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of:

- ***Serious violence including: physical assault and harm, threats to cause serious harm or kill or the threat of harm with a weapon***
- ***Sexual Violence (as outlined in Keeping Children Safe in Education Part 5)***
- ***Any other child-on-child behaviour (including harassment and violence) that is considered abusive***

The risk and needs assessment will clearly identify and outline the strategies to be put in place to address risks and needs and so safeguard:

- ***All children involved including:***
  - ***The safety and support needs of/risks to child(ren) directly affected by the behaviour***
  - ***The safety and support needs of/risks to and from child(ren) who is/are allegedly causing harm***
  - ***child(ren) attending the school who have been indirectly affected by or involved in the behaviour or may be at risk of further behaviour***
  - ***other child(ren) who may not be at the school who may have been affected by or involved in the behaviour or may be at risk of further behaviour (for example siblings or children who attend other education provisions)***
- ***Any adults who may be at risk. This might include staff or parents/carers who may be at risk of child to parent/carer abuse from the child who is causing harm. (please refer to local Multi-Agency Policy: Child to Parent Abuse (CPA))***
- ***The School, including considering the wider school community and any steps that may be needed to improve the safety of the school. For example, considering the location and time where harm has allegedly taken place, and considering what steps need to be taken to improve safety.***

The risk and needs assessment will be completed ***using relevant evidence-based assessment tools as applicable;;*** taking account of information from all key staff (and relevant involved professionals) working with the children, as well as their parents/carers. It will also include the views and feelings of the children; where this is safe and appropriate to do so.

The risk assessment will be shared will all staff and relevant involved professionals who work with the children; as well as parents and carers. It will respond to any changes in behaviour and will be regularly updated and evaluated to assess impact.

In circumstances where children are displaying sexual behaviour towards other children that raises concern; our Designated Safeguarding Lead/Deputy Designated Safeguarding Lead is trained in and will use the Brook Traffic Light Tool to inform the risk and needs assessment.

Our template risk and needs assessments can be found:

- Sexualised Behaviour Risk and Need Assessment (Appendix F)
- Empower Trust Risk Assessment Template can be used for any other child on child abuse.

Response

The parents/carers ***children who attend the school and are directly involved*** will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child (please also refer to Record Keeping and Information Security). ***If we identify other child at risk/in need who do not attend our school; we will Work in Partnership as part of our response.***

The risk and needs assessment will inform the response taken. The following responses will be considered; (more than one response can be considered):

- **Manage internally*/provide every day advice and support*** in alignment with our Behaviour Policy and pastoral support offer in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take accounts of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/school infrastructure (including online) safer; adapt our curriculum to ensure we are Teaching our children how to keep safe.; or Working in Partnership.
- **Offer Extra Help/Community Based Early Help** in line with local Framework for Action and/or use of/referral to local education inclusion arrangements; we will consider offering other support or intervention beyond internal management. This could include offering and/or referring **any child involved (directly or indirectly) who attends the school** to enhanced or specialist support services to address the needs/risks identified. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
-
- *(Note that Preventing and responding to child-on-child abuse | Shropshire Learning Gateway is also maintained by the EQS Safeguarding Team with a list of locally available and relevant services)*
- **Offer and refer to Family Help:** in line with the local Framework for Action and/or use of/referral to local education inclusion arrangements. Where is identified that **any child involved (directly or indirectly)** who attends the school would benefit from a co-ordinated, multi-agency response and there are clear needs/risks we will offer and refer to Family Help. This could include offering and/or referring **any child involved (directly or indirectly) who attends the school** to enhanced or specialist support services to address the needs/risks identified. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise Child Protection Concerns** in line with local Framework for Action and (if applicable) Part 5 Keeping children safe in education.
- **Report to the Police.** We will take account of When to call the police: guidance for schools and colleges and (if applicable) Part 5 Keeping children safe in education and/or Sharing nudes and semi-nudes: advice for education settings working with children and young people
- **Report Hate-related behaviour to the Local Authority.** We will follow hate relating incident reporting processes where any child-on-child behaviour is perceived by the reporting person or any other person that the incident was motivated by hostility or prejudice (or perceived hostility or prejudice) based on another person's:
    - Sex
    - Race
    - Religion

- Sexual orientation
- Disability
- Transgender identity

In these circumstances we may also request the support of the Victim Support IamMe! programme to prevent and respond to hate-related behaviour.

Recording and monitoring

All child-on- child abuse concerns and responses will be recorded and stored on the child protection files of all involved children (Please refer to Record Keeping and Information Security). Child-on-child incidents that do not indicate abuse or raise safeguarding concerns are recorded in line with our Behaviour Policy on CPOMS.

Appendix C: File Transfer Record and Receipt

This is personalised at each academy school level with the Logo on. This is for paper files only.

PART 1: To be completed by sending / transferring setting, school or college.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL/SETTING SENDING CP FILE ***incl STRUCTURED SUMMARY:***	
ADDRESS OF SCHOOL/SETTING SENDING CP FILE ***incl STRUCTURED SUMMARY***:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college.

NAME OF SCHOOL/SETTING RECEIVING FILE:	
ADDRESS OF SCHOOL/SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.*

Appendix D: Safeguarding Concern Reporting Format for CPOMS

Recording a concern about a child's safety or welfare

Part 1 – For staff use.

Part 1 – For staff use.

When recording incidents or actions on CPOMS, staff should ensure that records are: • Professional (consider spelling and grammar**, avoiding jargon, initials and abbreviations**) • Objective (be descriptive, use body maps and avoid subjective words (e.g., "inappropriate") • Timely (concerns should be logged at the earliest opportunity) • Succinct (details should be comprehensive, but concise) • Evidenced (upload relevant evidence to the incident, such as statements, if applicable) Evidence of indecent images or videos of children MUST NOT be uploaded to CPOMS. • **Factual and accurate** (distinguish between fact, observation, allegation and opinion) Staff should be mindful that records may be shared with children, their families or presented as evidence in court.	
Format for recording on CPOMS:	**Details to be added into the incident box example:**
Location:	*e.g. Oak Class, Hall, Playground*
Date and time:	*e.g. 12.09.2026 @ 14:20*
Who was involved: Avoid initials	*e.g. Thomas Jones, Terry Jack*
Incident: How did the concern arise? What is the main concern? What (if recording a verbal disclosure by a child use their words)? What de-escalation strategies were used? Is there a physical injury? If so, complete the body map, be precise about the type of injury. **Record observable facts about the child's behaviour, emotional state, appearance or any other relevant indicators.**	***Example 1 - Physical injury:*** *11:20 in Year 5 classroom. Observed Jayden Smith with red mark on right cheek, 3cm diameter. When asked, Jayden said: "My brother slapped me this morning because I wouldn't share my Xbox." Mark was warm to touch. No swelling. Jayden was calm but quiet. Body map completed. DSL informed 11:30.* ***Example 2 – Neglect:*** *08:50 at school entrance. Freya Williams arrived in summer dress, no coat. Temperature 4°C. Freya shivering, lips pale. Lunchbox contained one chocolate bar. This is the third day this week Freya has been inadequately dressed. Freya said: "Mum didn't have time this morning." Coat provided from lost property. Freya ate breakfast in school.*
Investigation details: Any witnesses? Upload relevant evidence to the incident e.g. statements; handwritten information from staff. What is the pupil's account/perspective? Actions: What actions have already been taken? **Record the child's voice - what did they say happened? What are their views and wishes?**	***Example 1:*** *"It was just an argument, it's fine now." When asked what he wanted, Jayden said: "I don't want anyone to know." Explained I need to speak to Mrs Khan (DSL) to keep him safe. No witnesses. Jayden's brother is 14 years old.* ***Example 2****: Freya said: "Mum's been really tired lately. She sleeps a lot." Freya said she'd like a coat that fits. Checked records - Freya late 8 times this term, often hungry. Witness: Mr Patel (office staff) noted Freya's appearance on arrival.*

Part 2: For DSL/Deputy DSL to complete.

Follow up actions by the DSL/DDSL	Information to be added to CPOMS as an action
Has the concern been discussed with parent/carer (include summary of discussion)? If not state reason why. **Record the date and time of any discussions.**	*e.g. Jane Doe (DSL) contacted both parents. Both sets of parents agreed to follow up with the children at home and supported the school's actions.*
Consider all the evidence and any further action needed. Consult the SSCP Guidance and relevant local tools and pathways. If no further action is needed, what is the rationale and reasons why? Other action required? (By whom)	***Example 1:*** *12.09.26 @ 11:45 - Spoke with Jayden's mother. She was unaware of incident. Concerned about brother's behaviour. Agreed to speak with both boys tonight. Will contact school tomorrow with update.*

Rationale comes into this section **If no further action is needed, what is the rationale and reasons why? No further action needed: Rationale must include:** what information/evidence was reviewed; why the concern does not meet the threshold for external intervention; what factors were considered (e.g., isolated incident, no pattern of concern, appropriate response already taken); how the child's welfare has been safeguarded; any monitoring arrangements in place. **Other action required**? (By whom **and by when**) Could include: **Manage internally: Rationale could include:** in alignment with school policies and processes e.g. pastoral, Early Help, MHST **- specify the** support to be provided, by whom, and review date – **add this to the calendar for timely follow up.** **Offer Early Help/Targeted Support. Rationale:** Any referrals for support will require parental consent and will take account of children's wishes and feelings. **Record how the child's views were obtained and considered.** **Raise concerns to Children's Social Care** in line with **local procedures. Rationale:** Record the specific concerns that meet the threshold for referral, reference to SSCP guidance, and any immediate safety measures taken. **Report to the Police. Rationale:** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police. **Record the nature of the alleged crime and any immediate safeguarding actions taken.**	***No further action needed:*** *Isolated incident between siblings. No pattern of harm. Mother responsive and taking action. Monitor Jayden's presentation. Review 19.09.26. (Added to CPOMS planner/calendar – teacher copied in)* ***Example 2:*** *12.09.26 @ 09:15 - Mother did not answer. Voicemail left. 12.09.26 @ 14:30 - Mother returned call. Acknowledged struggling with morning routine. Accepted offer of Early Help support.* ***Manage internally:*** *Neglect indicators but not threshold for referral. Early Help offered and accepted. Family Support Worker (J. Smith) to complete assessment. Pastoral team to monitor Freya daily. Review 12.10.26 (added to calendar/planner).*
Was a referral made? Record names of individuals/agencies who have given information regarding outcome of any referral made. **Include reference numbers, dates and times of all contacts, and specific advice or actions agreed.**	***Example 1:*** *FPOC referral 12.09.26 @ 13:00. Duty SW: Tom Richards. Ref: 2026/98765. Outcome: Accepted for assessment. Social worker (Lisa Ahmed) allocated. Home visit 14.09.26. DSL to attend. School to continue monitoring.* ***Example 2****: Police: 12.09.26 @ 12:50. Officer: PC Sarah Jones. Ref: POL/2026/54321. Both sets of parents interviewed by police 12.09.26 pm. Sophia arrested, released to parents. Image deleted. Children's Social Care joint investigation. Update due 16.09.26.*
Log on CPOMS planner for a reminder to follow up from external agency. Set review dates for all ongoing concerns and internal support measures, not just external referrals and add to CPOMS, copying in relevant staff.	*Calendar/Planner: 13.09.26 @ 09:30 - Strategy meeting prep. 14.09.26 @ 13:00 - Social worker visit. 19.09.26 @ 09:00 - Review Jayden's wellbeing. Staff copied: Class teacher, Pastoral Lead, SENCO.*

Appendix E: Key Personnel at XXX School

Role	Name	Contact details
Headteacher/ Executive Headteacher		
Head of School		
Designated Safeguarding Lead (DSL)*/**		
Deputy DSL(s)*/**		
Designated Teacher for Looked After and Previously Looked After Children		
Mental Health Lead		
Special Educational Needs Coordinator (SENCO)		
Online Safety Lead		
Relationship Sex Health Education Lead		
Chair of Governors*		
Safeguarding Governor		
Strategic Leads	Samantha Scott	Sam.scott@empowermat.co.uk
Safeguarding Trustee	Paul Bunting	Paul.bunting@empowermat.co.uk

**Out of hours contact details will be made available to staff*

***Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and Safeguarding Partnerships.*

Appendix F Harmful Sexual Behaviour Risk and Needs Assessment

Harmful Sexual Behaviour Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.- KCSIE part 5 The risk assessment will be shared with all staff who work with the learner, as well as parents/carers. It will reflect any changes in behaviour and will be regularly updated and evaluated to assess impact.

The term harmful sexual behaviour covers a wide range of behaviours, which may be considered problematic, abusive, or violent and may also be developmentally inappropriate. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context. Behaviours that would be categorised as problematic or harmful as per the Hackett continuum (part of the NSPCC harmful sexual behaviour framework) are useful to capture in this risk assessment.

The risk assessment is split into two sections. First is a summary to capture details about the child and any other surrounding safeguarding issues. The second section is the full risk assessment to detail the incident(s) that have led to the need for this risk assessment to be carried out, provide evidence and log any further concerns.

Summary	
Name of child/young person	
D.O.B.	
Any outside agency involvement	
Safeguarding concerns/context including previous behaviours/ incidents recorded and subsequent measures taken	
SEND status	
Date of SEND Diagnosis	
Additional relevant background information (including known vulnerabilities, previous behaviours/ incidents recorded, and subsequent measures taken)	
Names and details of current professionals involved	
Date of initial risk assessment	
Review dates	

Full Risk Assessment
Details of the incident/behaviours that have led to this risk assessment Describe the types of behaviour or language observed (linked to KCSIE/Policy) • Where did it happen? • When did it happen (date and time) – is this an isolated incident or have there been multiple occurrences? • Is anyone else involved – who and ages? • Is there an imbalance of power? • What was the learner's response?
Insert details of behaviour

What was the response of the parents/carer when it was reported to them?
Insert details of the response

Other behavioural concerns if any e.g. Use of violence/coercion/ distracted or out of character behaviour, incidents and school and out of school, friendship/relationship concerns, disruptive behaviour, emotional wellbeing etc
Insert behavioural concerns

What are the specific harmful sexual behaviours? Use the definitions from KCSIE to identify the behaviours, include online.
Be specific about behaviours

Evidence

Impact on others – who might be affected or harmed? Are there specific concerns about age groups, gender, vulnerable children?

Evidence

Identified or known potential triggers or additional risk including online E.g. particular lessons, locations, activity using technology, activities, times of day, peers, staff, activity outside of school, transport home etc.	**Strategies to mitigate risk** E.g. Additional supervision or support, seating arrangements, specific adults that a young persons can contact, managed timetable, transport arrangements etc.

Child's strengths, interests, positive characteristics

Any current work being undertaken to support the child e.g. outside agency intervention, in school support, and how the child is responding to the measures etc

Any external agency referrals or contact made with other support agencies and support received (and how the child is responding)

Include name of agency and contact details, support being sought and who made the referral/contact and any views that they have on the child in question

Review **How will you assess whether the level of risk has changed (decreased of increased)? What does the child need to work toward achieving/avoiding?** E.g. Change in the child's attitudes about their behaviour, change in child or young person's approach to others, change in number and type of behavioural incidents of HSB etc

Date of next planned review	
Name of those with whom the assessment has been shared	

Agreed by			
Name	**Role**	**Signature**	**Date**
	Headteacher		
	DSL		
	Child or young person		
	Parents/Carers		
	Other Agencies		

Appendix G Use of mobile phones by staff

Use of mobile phones by staff

Personal mobile phones Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to use their personal mobile phone, while children are present or during contact time. Use of personal mobile phones must be restricted to non-contact time and exceptional needs of specific central staff roles, and to areas of the school where pupils are not present (such as the staffroom).

There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time for personal reasons. For instance (this list is non-exhaustive):

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members
- Central team staff who are required to be contactable and need to take specific photos of machinery/school site areas. Under no circumstances should children be photographed.

The headteacher will decide on a case-by-basis whether to allow for special arrangements within their own staff team. Central staff that have permission to remain with their mobile have signed a specific declaration of use agreed by the trust.

EYFS In early years, to safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations at: https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-yearssettings-online-safety-considerations.

Use of smartwatches

The DfE's non-statutory mobile phone guidance includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in their policy. Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. For safeguarding purposes, pupils are not allowed smart watches in school. Where staff are wearing smart watches, notifications should be turned off and camera disabled.

Appendix H Specific forms of abuse and safeguarding issues as outlined in Annex B of KCSIE

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.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: https://www.actionagainstabduction.org/and www.clevernevergoes.org.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County Lines

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

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

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

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals .

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.

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

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 were absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance

abuse, risk of travelling to conflict zones, risk of female genital mutilation, socalled 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

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

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent 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. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the

Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

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 Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (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)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act

Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: here.

Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England. 149 has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Better Health Every Mind Matters for links to all materials and lesson plans

Modern slavery and National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

Prevent awareness e-learning offers an introduction to the Prevent duty.

Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The Safeguarding and Prevent - The Education and Training Foundation (etfoundation.co.uk) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net)

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious violence

There are a number of indicators, which may signal 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery. A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including female genital mutilation and forced marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see below). FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.155 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

PREVENT RISK ASSESSMENT

Section 1: School Information

This Risk Assessment is individual to each school. It needs to be shared with the staff, LGB and the Strategic Lead for Safeguarding once complete. This will then be shared with the link safeguarding trustee.

School name	**[Insert Academy Name]**
Date of Assessment	[Insert Date]
Next Review Date	[Insert Date]
Assessment Completed by	[Name and Role - typically DSL/could be delegated to DDSL who is part of SLT]
Approved by	[Headteacher Name]
Shared with	☐ Local Governing Body ☐ Director of Education/Strategic Lead for Safeguarding ☐ Safeguarding Trustee

Section 2: Understanding the Threat Picture

2.1 National Context – risk of radicalisation generally

Current UK Threat Level: [Threat Levels | MI5 - The Security Service] SUBSTANTIAL - an attack is likely (04/03/26)

Key National Concerns (brief summary based on latest government guidance):

- Islamic Extremism
- Extreme Right Wing Terrorism
- Extreme violence or mass casualty attaches are increasing
- Threat from hostile states

Source of information: UK Parliament Prevent Statistics; CONTEST strategy overview [gov.uk]

Date information last updated: March 2026

2.2 Local Risks – risk of radicalisation in your area and institution

Local Area Concerns: (brief summary of the local situation and include anything specific to your institution):

Shropshire Council publishes a high-level summary of its local position.

- Shropshire is formally assessed as a low-risk area for terrorism, but with a clear warning against complacency, particularly around online radicalisation and vulnerable individuals. [shropshire.gov.uk]
- The council highlights risks linked to:
    - Vulnerable people may be at risk of radicalisation through the influence of others or via the internet, including ideas and issues around their identity
    - Community cohesion pressures – schools need to promote positive relationships between people from different backgrounds
- Shropshire's Prevent Strategy highlights:
    - 'lone actor' as the highest risk

Source: Shropshire Council Counter-Terrorism page Shropshire's Approach to the Prevent Duty

Leadership and Partnership								
Category	**Risk** **What is the risk here?**	**What are the hazards?**	**What has your institution put in place to ensure sufficient understanding and buying from leadership?**	**Rag**	**Further action needed- what does your institution need to further action to address the identified risk[s]?**	**Lead Officer if further action is needed**	**Date for completion if further action is needed**	**Support available**
Leadership and Partnership								
Leadership	**The setting does not place sufficient priority to Prevent and risk assessment/action plans (or does not**	Leaders (including governors and trustees) within the organisation do not understand the requirements of the	Prevent training for all staff and governors is completed annually. DSL/DDSL complete referral training in addition.	*This can be green if all checks are in place; if further*	Each academy needs to check this on a regular (termly) basis to ensure that is it up to date.	**DSL/HT**		

	have one) and therefore actions to mitigate risks and meet the requirements of the Duty are not effective.	Prevent Statutory Duty or the risks faced by the organisation. The Duty is not managed or enabled at a sufficiently senior level.		*action is needed it must be amber. If none is in place, it must be red and requires immediate action.*				
		Leaders do not have understanding and ultimate ownership of their internal safeguarding processes, nor ensuring that all staff have sufficient understanding and that staff implement the duty effectively.	Safeguarding link governor and safeguarding trustee have completed prevent training and have sufficient oversite.		Annual check that prevent training has been completed by link safeguarding governor/trustee			
		Leaders do not communicate and promote the importance of the duty.	Sufficient leadership ownership – risk assessment in place for Prevent; relevant safeguarding policies.		School: risk assessment updated annually Trust: Safeguarding policy updated annually			
		Leaders do not drive an effective safeguarding culture across the institution.	Leaders have a clear understanding of reporting and referral mechanisms. All DSL/DDSL and HT have completed the Prevent Referral Training.		Annual check of prevent referral training in addition to main training,			

		Leaders do not provide a safe environment in which children can learn.	Ensuring the sharing of safeguarding polices – staff confirm that they have read policies.		A designated member of the school staff checks all policies are signed and follows up where they have not been			
		Leaders do not have an induction process that ensures new staff are trained	There is clear induction for new staff to the schools that includes prevent training if needed and for trainee teachers		A designated member of staff checks that new starters have completed the prevent training			
Working in Partnership	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The setting is not fully appraised of national and local risks, does not work with partners to safeguard children vulnerable to radicalisation, and does not have access to good practice advice, guidance or supportive peer networks.	The school has strong partnerships with: - Local Safeguarding Children's Partnership - Trust DSL/DDSL Network Meetings - Exec Headteacher forum - Early Help Locality Meetings - Insert others		Ensure local partnership meetings are attended by at least one member of staff and relevant information is fed back at school level. Sign up to Educate Against Hate Newsletter: Educate Against Hate - Prevent Radicalisation & Extremism			
Capabilities								
Staff training	**Staff do not recognise signs of abuse or vulnerabilities and the risk of harm is not reported**	**Frontline staff including governors, do not understand what radicalisation means and why people may be vulnerable to being**	**Training is broader than e-learning. Information is communicated to staff e.g. via trust newsletter,**					

	properly and promptly by staff.	**drawn into terrorism**	**Add in own e.g. staff updates, notices, emails**					
		Frontline staff including governors, do not know what measures are available to prevent people from being drawn into terrorism and do not know how to obtain support for people who may be exploited by radicalising influences. Staff do not access Prevent training or refresher training.	**All staff attend safeguarding training refresher and are familiar with key school safeguarding and statutory policies.**					
		Staff do not access Prevent training or refresher training.	**All staff attend Prevent training with a focus on Notice, Check, Share**		**Annual check that prevent training has been completed by link safeguarding governor/trustee and staff**			
Reducing Permissive Environments								
Building children's resilience to radicalisation	**Children and young people are exposed to intolerant or hateful narratives and lack understanding of the risks posed by terrorist organisations and**	**The setting does not provide a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist**	**Staff are trained for professional curiosity – it could happen here.** **Regular discussion in assemblies.** **Children's safeguarding Board.**					

	extremist ideologies that underpin them.	**ideology, and learn how to challenge these ideas.**	**Picture News – promotes protected characteristics and British Values**					
		The setting does not teach a broad and balanced curriculum which promotes spiritual, moral, cultural mental and physical development of students and fundamental British values and community cohesion.	**PSHE curriculum** **Assemblies – including Picture News (BV link and protected characteristics)** **Pupil voice** **Safeguarding Board**					
IT Policies	**Ineffective IT policies increases the likelihood of students and staff being drawn into extremist material and narratives online. Inappropriate internet use by students is not identified or followed up.**	**Students can access terrorist and extremist material when accessing the internet at the institution.**	**Filtering and monitoring systems – Light Speed, in association with Roartech (IT management) – alerts logged** **iPad risk assessment in place provides additional safeguards** **e-safey** **Acceptable Use Policy**		**Set up (if needed) a log for recording filtering and monitoring alerts to look for patterns and to allow early intervention**			
		Students may distribute extremist material using the institution IT system.	**As above**					
		Unclear linkages between IT policy and the Prevent	**The designated safeguarding lead take lead responsibility for**		**Complete Plan Technology in Your School assessment**			

		duty. No consideration of filtering as a means of restricting access to harmful content.	**safeguarding and child protection (including online safety).**		**to identify areas of need (if complete put as a control)**			
Visitors	**External speakers or visitors being given a platform to radicalise children and young people or spread hateful or divisive narratives.**	**Leaders do not provide a safe space for children to learn.**	**A process is in place to manage site visitors, including sub-contractors.** **The school site is secure (Safer Schools Award)**					
		Settings do not have clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	**The setting has a robust risk assessment and carries out due diligence checks on visitors, speakers, the organisations they represent and the materials they promote or share.**		**Guidance needed for visitors and speakers re sharing with children.**			
		The setting does not conduct any due diligence checks on visitors or the materials they may use.	**The private/commercial use of the institution's spaces is effectively managed & due diligence checks are carried out on those using/booking and organisations that they represent.**					
	Add anything else that is relevant to the individual school setting,							