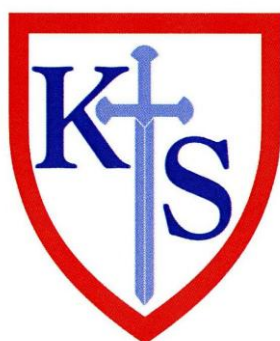


Kingsland CE Primary School

Safeguarding and Child Protection Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

January 2026

Kingsland CE Primary School

Safeguarding and Child Protection Policy



Policy last revised: January 2026
Policy to be reviewed: September 2026

This policy has been reviewed for compliance with Herefordshire Council Model Safeguarding and Child Protection Policy 2025.

This policy is rooted in the school's guiding Christian beliefs, principles and practice. Kingsland CE Primary School is a place where children will be safe to learn and grow as unique and precious individuals, and where staff display professional curiosity to ensure the safety of everyone.

This policy is written with reference to Keeping Children Safe in Education 2025 (KCSIE 2025) and Working Together to Safeguard Children 2023.

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1 Safeguarding Roles and Responsibilities

1.1 School Designated Safeguarding Lead:	Mr Stewart Debenham
Deputy Designated Safeguarding Lead:	Miss Georgie Corrick
Safeguarding Governor:	Mr Ed Wallington
Senior Member of Staff:	Mr Steve Powell
Designated Teacher for CLA:	Mrs Sue Green
Designated Teacher for Post-CLA:	Mrs Sue Green
Teacher responsible for online safety	Mr Steve Powell
Prevent Single Point of Contact:	Mr Stewart Debenham
Health and Safety Coordinator:	Mr Stewart Debenham
Attendance Officer:	Mr Stewart Debenham
Educational Visits Coordinator:	Mrs Sue Lewis
First Aid Team:	Miss Corrick (paediatric), Mrs Davis, Miss Y Williams, Mr Debenham, Miss Powis, Mrs Smith, Mrs Perrigo, Mrs Gurney
Admissions Administrator:	Mrs Sue Lewis
Single Central Record Administrator:	Mrs Sue Lewis

Designated Teacher for Mental Health and Well-being: Mr Stewart Debenham
Designated Governor for Mental Health and Well-being: Rev. Rosie Roberts
Designated teacher for children with a social worker: Mr Stewart Debenham

1.2 Herefordshire Safeguarding Contacts

Herefordshire Safeguarding Children Board
www.hscb.herefordshire.gov.uk Tel: 01432 260100
Herefordshire Council, Plough Lane, Hereford, Herefordshire HR4 0LE

Local Authority Designated Officer (LADO)
LADO Office (01432) 261739 LADO@herefordshire.gov.uk

Educational Welfare Officer: Mrs K. Millington 07739 536784
Education Safeguarding Officer: Alice Bonness or Megan Moss 01432 260858

Multi Agency Safeguarding Hub (MASH): 01432 260800
Herefordshire Council Offices, The Media Centre, Bath Street, Hereford, HR1
2HT

LA Prevent Officer: Neville Meredith 01432 383628
Early help Hub: 01432 260261

2 Policy Introduction

Kingsland CE Primary School is wholly committed to safeguarding all our children and we aim to create a culture of vigilance and non-complacency at all times.

2.1 Legal Duties

- 2.1.1 Kingsland CE Primary School recognises its legal duty under s175 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.
- 2.1.2 The policy reflects current legislation, accepted best practice and complies with the government guidance: [Working Together to Safeguard Children - \(HM Gov July 2023\)](#) and [Keeping Children Safe in Education](#) (DfE September 2025)
- 2.1.3 These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th birthday.

2.2 Associated Reading

- 2.2.1 This document should be read in conjunction with [Herefordshire Safeguarding Children Partnership](#) Child Protection Policies and Procedures and the [West Midlands Safeguarding Children Partnerships](#). These are in keeping with relevant national procedures and reflect what Herefordshire Safeguarding Children Partnership considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

2.3 Responsibilities and Review

- 2.3.1 This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching) governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Herefordshire Safeguarding Children Partnership requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy.
- 2.3.2 This Safeguarding and Child Protection Policy will be reviewed at least annually by the governing body and updated in the light of national advice.
- 2.3.3 The term DSL refers to the Designated Safeguarding Lead
The term DDSL refers to the Deputy Designated Safeguarding Lead

3 Safeguarding and Promoting the Welfare of Children

3.1 Key Principles

3.1.1 Kingsland CE Primary is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children and young people have the right to be protected from harm
- Children and young people need to be safe and to feel safe in school
- Children and young people need support which matches their individual needs, including those who may have experienced abuse
- All children and young people have the right to speak freely and voice their values and beliefs
- All children and young people must be encouraged to respect each other's values and support each other
- All children and young people have the right to be supported to meet their emotional, and social needs as well as their educational needs - a happy healthy sociable child/young person will achieve better educationally
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse
- where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's rights, wishes and feelings are taken into account when determining what action to take and what services to provide
- the school/setting have a zero tolerance approach to sexual violence and sexual harassment

We also believe in:

- always see the child first and consider what life is like for the child, maintaining a culture of vigilance
- provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with the Right Help Right time document to identify what is the best support for the family at the time
- have conversations, build relationships and maintain professional curiosity
- focus on securing improved outcomes for children
- build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- every child is entitled to a rich and rounded curriculum
- when issues arise, head teachers should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures

This policy will contribute to safeguarding our children and promoting their welfare by:

- clarifying standards of behaviour for staff and children
- contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- creating an organisational culture that is safe for children
- introducing appropriate work within the curriculum
- encouraging children and parents to participate
- developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- addressing concerns at the earliest possible stage in the least intrusive way
- capturing the child's voice where possible

Kingsland CE Primary School will fulfil their local and national responsibilities as laid out in the following documents:-

- Department for Education Working Together to Safeguard Children, Dec 2023
- 'Safeguarding Children and Safer Recruitment in Education' issued April 2012
- The Teachers' standards 2012
- Relevant sections of the Children Act 2004
- Keeping Children Safe in Education Sept 2025
- UKCCIS guidance: Sexting in schools and Colleges, responding to incidents and safeguarding young people Sept 2016
- Sharing nudes and semi-nudes: advice for education settings working with children and young people Dec 2020
- Safer working practice Feb 2022
- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police

where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- The Human Rights Act
- The Equality Act 2010
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

Kingsland CE Primary School will ensure that child protection policies include procedures for dealing with Child on Child abuse.

3.2 Safeguarding Definition

3.2.1 The definition for Safeguarding and promoting the welfare of children in KCSIE 2025 is:

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

Child Protection is defined as -

- activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. (Working Together, DfE 2023 pg. 8)

This includes, but is not limited to, safeguarding children in specific circumstances, such as:

<ul style="list-style-type: none"> • Neglect 	<ul style="list-style-type: none"> • Physical abuse
<ul style="list-style-type: none"> • Emotional abuse 	<ul style="list-style-type: none"> • Sexual abuse
<ul style="list-style-type: none"> • Bullying, including online and prejudice-based bullying 	<ul style="list-style-type: none"> • Racist, disability and homophobic or transphobic abuse
<ul style="list-style-type: none"> • Gender based violence / violence against women and girls 	<ul style="list-style-type: none"> • Radicalisation and /or extremist behaviour
<ul style="list-style-type: none"> • Exploitation and trafficking, both sexual and criminal 	<ul style="list-style-type: none"> • Child on Child abuse
<ul style="list-style-type: none"> • Teenage relationship abuse 	<ul style="list-style-type: none"> • Substance abuse
<ul style="list-style-type: none"> • Gang / youth violence including initiation / hazing 	<ul style="list-style-type: none"> • Domestic abuse / violence
<ul style="list-style-type: none"> • Female Genital Mutilation 	<ul style="list-style-type: none"> • Forced Marriage
<ul style="list-style-type: none"> • Fabricated / induced illness 	<ul style="list-style-type: none"> • Poor parenting
<ul style="list-style-type: none"> • Online including grooming via social networking, online gaming, video messaging 	<ul style="list-style-type: none"> • The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
<ul style="list-style-type: none"> • Self-Harm behaviours 	<ul style="list-style-type: none"> • Children with mental health difficulties or illness
<ul style="list-style-type: none"> • Up skirting 	<ul style="list-style-type: none"> • Contextual/extra familiar risks

3.3 Children

- 3.3.1 Where there is a safeguarding issue, Kingsland CE Primary will work in accordance with the principles outlined in the Herefordshire Safeguarding Children Partnership Child Protection procedures:
- 3.3.2 A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- 3.3.3 Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs

3.4 Families

- 3.4.1 Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- 3.4.2 Parents will be advised about the School Safeguarding and Child protection Policy in the school prospectus and on the school website and on admission to the school.
- 3.4.3 A hard copy of the policy is available at the school office on request. A copy is also available in the staffroom and on the school website.
- 3.4.4 Individual family members must be involved in decisions affecting them. They are treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.

3.5 Sharing Information

- 3.5.1 Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality.
- 3.5.2 If a child may be at risk of significant harm, there is a duty on the school to share information with children's social care. This should be explained to the child and appropriate reassurance given when child has expressly asked for confidentiality in these circumstances.
- 3.5.3 Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare.
- 3.5.4 In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- 3.5.5 Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- 3.5.6 Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- 3.5.7 Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- 3.5.8 Early intervention in providing support services utilising the Early Help process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children. "If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse." (KCSIE 2025)
- 3.5.9 Reference on Information Sharing is made to "[Information Sharing: advice for practitioners providing safeguarding services](#) (DfE 2018)"

Communicating Concerns

3.6 Passing on information

- 3.6.1 Anyone who works in a school has a duty to pass on information with regard to any safeguarding concern in respect of a child, family or member of staff.
- 3.6.2 Any concerns should be communicated immediately to the DSL (or DDSL) using My Concern. All verbal conversations should be promptly recorded in writing using My Concern. Advice can be sought from the DSL or DDSL prior to submitting a concern using My Concern.

Thresholds for Intervention

3.7 Levels of need threshold

- 3.7.1 We follow the [Right Help Right Time](#) Levels of Need Guide published by the Herefordshire Safeguarding Children Partnership
- 3.7.2 [Early Help Assessment](#) - Herefordshire Safeguarding Children Partnership

3.8 Significant Harm

- 3.8.1 It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm.
- 3.8.2 Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.
- 3.8.3 Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.
- 3.8.4 In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment.
- 3.8.5 It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family.
- 3.8.6 The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

4 Categories of Concern

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- emotional abuse
- physical abuse
- sexual abuse

What school staff should look out for:

“Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care”. (KCSIE 2025)

4.1 Reporting to DSL

4.1.1 If staff have significant concerns about any child, they should make them known to the school’s Designated Safeguarding Lead without delay in accordance with reporting and recording procedures. The reason for this is: “The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.” (KCSIE 2025). However, ALL staff can make a referral directly to children’s social services if they have significant concerns. These concerns may include:

4.2 Physical Abuse

- 4.2.1 May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- 4.2.2 Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (KCSIE 2025).

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches
- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over-compliance

- violence or aggression towards others including bullying; or
- isolation from peers

4.3 Emotional Abuse

- 4.3.1 Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.
- 4.3.2 It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 4.3.3 It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- 4.3.4 It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- 4.3.5 Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. (KCSIE 2025).

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly
- over-reaction to mistakes
- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches
- self harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

5

5.1 Neglect

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

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

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

5.1.3 It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (KCSIE 2025).

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school; or
- the child is left at home alone or with inappropriate carer

5.2 Sexual abuse

- 5.2.1 Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 5.2.2 The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 5.2.3 They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- 5.2.4 Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. (*KCSIE 2025*).
- 5.2.5 Child on child sexual violence and sexual harassment - reference should be made directly to Part 5 of *KCSIE 2025*
- 5.2.6 We recognise that sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 5.2.7 We are clear that sexual violence and sexual harassment is not acceptable, will not be tolerated and is not an inevitable part of growing up
- 5.2.8 We will not tolerate or dismiss sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
- 5.2.9 We will challenge behaviours (which are potentially criminal in nature) such as grabbing bottoms, breasts and genitalia.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home; or
- violence between adults in the household

6 Specific Concerns

6.1 Government Guidance

6.1.1 Our school has and makes use of access to broad government guidance on the issues listed below via the GOV.UK website and nspcc.org.uk:

- Bullying, including cyberbullying
- Children Missing in Education
- Child missing from home or care
- Child Sexual Exploitation (CSE) - see below
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) - see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Child on child abuse

- Private fostering
- Preventing radicalisation
- Relationship abuse
- [Sharing nudes and semi-nudes](#)
- Trafficking
- Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence.

6.2 Child Sexual Exploitation (CSE)

- 6.2.1 Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities or another person performing sexual activities on the child/young person.
- 6.2.2 Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.
- 6.2.3 Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 6.2.4 “Like all forms of child sex abuse, child sexual exploitation:
- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
 - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources”. (KCSIE 2025).

Here is a link to the Herefordshire Safeguarding Children Partnership [“Child Sexual Exploitation Pre-checklist for Professionals”](#)

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult

- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology; and
- having unexplained contact with hotels, taxi companies or fast food outlets

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

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

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in sexual abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

Health

- physical symptoms (bruising suggestive of either physical or sexual assault)
- chronic fatigue
- recurring or multiple sexually transmitted infections
- pregnancy and/or seeking an abortion
- evidence of drug, alcohol or other substance misuse
- sexually risky behaviour.

Education

- truancy/disengagement with education or considerable change in performance at school

Emotional and Behavioural Issues

- volatile behaviour exhibiting extreme array of mood swings or use of abusive language
- involvement in petty crime such as shoplifting, stealing
- secretive behaviour
- entering or leaving vehicles driven by unknown adults
- reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs)

Identity

- low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity

Relationships

- hostility in relationships with staff, family members as appropriate and significant others
- physical aggression
- Placement breakdown
- reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation
- detachment from age-appropriate activities
- associating with other young people who are known to be sexually exploited
- known to be sexually active
- sexual relationship with a significantly older person, or younger person who is suspected of being abusive
- unexplained relationships with older adults
- possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet
- phone calls, text messages or letters from unknown adults;
- adults or older youths loitering outside the home
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for in spite of having no known home base
- missing for long periods, with no known home base
- going missing and being found in areas where they have no known links

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- change in appearance
- going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people)

Family and Environmental Factors

- history of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties

Housing

- pattern of previous street homelessness;
- having keys to premises other than those known about

Income

- possession of large amounts of money with no plausible explanation
- acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- accounts of social activities with no plausible explanation of the source of necessary funding

This list is not exhaustive.

Child criminal exploitation (CCE): county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults;
- and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

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

The school recognises that both boys and girls can be susceptible to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.

The school recognises that there are various 'models' of CSE which include but not limited to:

- gangs and groups
 - child on child
 - online
 - boyfriend/girlfriend model
 - familial
 - abuse of authority
- where concerns are identified in relation to Child Sexual Exploitation the Right Help Right time document will be consulted in order to ensure the child receives support at the earliest possible opportunity
 - a multi-agency response via the MASH may be initiated in response to a referral. Where parental consent cannot be obtained, advice will be sought from the Multi Agency Safeguarding Hub.
 - if a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within children's social care
 - in all cases intelligence will be shared with West Mercia Police using the information sharing form which will also be copied to the Point Of Contact for CSE within Herefordshire Council

Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- becoming withdrawn from family
- sudden loss of interest in school - decline in attendance or academic achievement
- starting to use new or unknown slang words
- holding unexplained money or possessions
- staying out unusually late without reason
- sudden change in appearance - dressing in a particular style or 'uniform'
- dropping out of positive activities
- new nickname
- unexplained physical injuries
- graffiti style tags on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- broken off with old friends and hanging around with a new group
- increased use of social networking sites
- starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- being scared when entering certain areas
- being concerned by the presence of unknown youths in their neighbourhood

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

6.3 Female Genital Mutilation (FGM) / Forced Marriage / Modern Day Slavery

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.

- 6.3.1 There are many different types of abuse but there are some that staff may be initially less aware of. Female genital mutilation (FGM) and Forced Marriage fall into this category. The school does have measures in place to safeguard against this type of abuse. Any indications that FGM or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy.
- 6.3.2 In support of this provision, the school will do everything that it can to ensure that:
- the school is an ‘open environment’, where students feel able to discuss issues that they may be facing;
 - the Designated Child Protection Persons are aware of the issues surrounding FGM and Forced Marriage;
 - advice and signposts are available for accessing additional help, e.g. the NSPCC’s helpline, ChildLine services, Forced Marriage Unit
 - awareness raising about FGM is incorporated in the school’s safeguarding training.
- 6.3.3 If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are required:
- Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers to report to the police if they discover that FGM appears to have been carried out on a girl under 18. They should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. However IF they just suspect FGM, this duty doesn’t apply and in this scenario they should follow normal safeguarding procedures.
 - If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care **even if it is against the pupil’s wishes.**
 - **not** to consult or discuss with the pupil’s parents or family, or others within the community
- 6.3.4 “Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.” (KCSIE 2025).

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there’s no medical reason for this to be done.

It’s also known as “female circumcision” or “cutting”, and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is a form of child abuse.

It is very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out?

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way, for example, as a preparation for marriage or to preserve her virginity.

However, there are no acceptable reasons that justify FGM. It is a harmful practice that is not required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM. FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it is carried out.

Where FGM is carried out?

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) 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.

Possible signs and indicators of FGM

A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

These signs that MAY indicate a girl is at risk of FGM:

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained [for FGM guidance](#).

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor

The Anti-social Behavior, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- breaching a Forced Marriage Protection Order

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol).

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- sexual exploitation
- forced labour
- domestic servitude
- organ harvesting
- child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- forced marriage and illegal adoption (if other constituent elements are present)

6.4 Young Carers

- 6.4.1 At Kingsland CE Primary School, we are aware that we have children who may act as carers within their family. As with all our children, we carefully monitor their self-esteem and behaviour to see if they need support in any way. All of the academic interventions are obviously available to them but we also offer support on the pastoral side.
- 6.4.2 After discussion with the child and the family we are able to offer mentoring by a member of staff and/or counselling from an outside agency.
- 6.4.3 We can use the Early Help process to assess the needs of the child and family and we can also guide families towards the highly regarded Herefordshire Carers' Group which meets regularly in Hereford city.
- 6.4.4 As with all of our families, we would encourage parents to come in and make us all aware of any worries or concerns they may have for their child.

6.5 Child on Child Abuse

- 6.5.1 At Kingsland CE Primary, it is understood that may take one or more of the following forms:
 - Bullying (including cyber bullying)
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Gender based violence
 - Teenage relationship abuse
 - Sexually inappropriate behaviour - sexual violence and sexual harassment
 - Sharing nudes and semi-nudes
 - Initiation/hazing type violence and rituals
 - Upskirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence.
- 6.5.2 At Kingsland CE Primary, we are clear that abuse is abuse and should never be tolerated or passed off as banter, 'just having a laugh' or part of growing up.
- 6.5.3 Here is a link to the [Brook traffic light tool](#) which is useful for dealing with sexualised child on child abuse

Also useful is the [Harmful Sexual Behaviour Framework](#).

- 6.5.4 At Kingsland CE Primary, the risk of child on child abuse is minimized by reinforcing the school's ethos and values e.g. respect and dignity. Children are positively taught to apply these values in all contexts e.g. on the internet. The children (as age appropriate) will be taught that some forms of child on child abuse are a criminal offence. Child on child abuse will be recorded and investigated under normal safeguarding procedures.
- 6.5.5 Child on child abuse will not be tolerated and will be treated as a form of bullying (see Anti-bullying Policy / Child on child abuse policy). If necessary, cases will be brought to the attention of the police.
- 6.5.6 The victims and perpetrators of child on child abuse will be supported as appropriate in relation to the specific case details. This will include parents / carers, counselling, police etc. as necessary.
- 6.5.7 We recognise that there is a gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.
- 6.5.8 Sharing nudes and semi-nudes will not be tolerated and will be treated as a form of bullying (see Child-on-child Abuse Policy / Anti-bullying Policy). If necessary, cases will be brought to the attention of the police. Further information about sharing nudes and semi-nudes can be found [here](#).
- 6.5.9 "All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school or college's policy and procedures with regard to child on child abuse." (KCSIE 2025)
- 6.5.10 Kingsland CE Primary School recognises sexual harassment and sexual violence as a form of child-on-child abuse and refer to the following documents:
 - o Sexual harassment and sexual violence between children policy (school)
 - o KCSIE 2025 Part 5
 - o [Sexual violence and sexual harassment guidance](#) (DFE 2021) - withdrawn

Safeguarding Children in Specific Circumstances: Sexualised behaviours

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as the Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via the Early Help Hub or a referral to Children's Social Care

Kingsland CE Primary School will utilise support and guidance from wider services such as West Mercia Rape and Sexual Assault clinic and make referrals where necessary, this includes AIM assessment

Kingsland CE Primary School will manage incidents of sexualised behaviour on a case by case basis, with consideration to the victim and alleged perpetrator

In all cases of Child on Child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the Right Help Right time document in Herefordshire. Consideration will be applied to violence in young people's relationships.

Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures.

Where issues indicate that a criminal offence may have been committed a report will be made to West Mercia police. The School/setting will support victims through reporting concerns to the police and will ensure the wellbeing of the child is support thereafter.

Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra Familial Risk)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence. School/setting are aware of indicators that may signal children are involved with serious violent crime. All staff recognise that these may include:

Increased absences from school

- A change in friendships or groups (friendships with older children or groups)
- A decline in performance
- Changes to wellbeing or signs of self-harm
- Unexplained injuries
- Unexplained gifts and possessions (this may indicate they have been approached with individuals associated with gangs)

Kingsland CE Primary School identifies risk factors associated with children that have been permanently excluded from school. Further advice regarding youth violence is provided in the [Home Office's Preventing youth violence](#) and gang involvement and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

Kingsland CE Primary School recognises the risks posed to children in relation to involvement in gang related activity, which may be street gang, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices

The school understands that referral can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an appropriate response/referral to the Early Help Hub.

Where there are concerns that a child or young person may be, or is at risk of becoming, involved in gang related activity, the Child exploitation team will be made aware in accordance with local procedures as part of the safeguarding response. If information suggests a child may be at risk of significant harm due to gang related activity a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care

Youth Generated Sexualised Imagery

The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. The school pays due regard to the guidance issued by the UK Council for Child Internet Safety in relation to how to respond to incidents

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

In all cases where an incident of youth produced sexual imagery is reported the following actions will be undertaken:

- the incident will be reported to the Designated Safeguarding Lead as soon as possible.
- the designated safeguarding lead will hold an initial review discussion or meeting with appropriate school staff.

- interviews will be held with the young people involved (if appropriate).
- parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

An immediate referral will be made to the Police and Social care in the following circumstances:

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

If none of the above applies the school may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework.

All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

The school will pay due regard to the Department for Education guidance: [Searching, Screening and Confiscation advice](#)

Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

All incidents will be recorded.

Youth produces sexual imagery is the sending or posting of sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet by under 18s.

This includes:

- a person under 18 creating a sexual image of themselves and sharing it with another person under 18
- a person under 18 sharing an image of another person under 18 with another person under 18 or an adult
- a person under 18 in possession of sexual imagery created by another person under 18

It does not include:

- a person under 18 sharing adult pornography
- a person under 18 sharing sexual texts without sexual imagery

- adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

“Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you’re under 18.”

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support and safeguarding not criminalisation.

The National Police Chief’s Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure that there is a thorough investigation including collection of evidence. If a young person has shared imagery consensually, such as when in a romantic relationship or as a joke, and there is no intended malice it is usually appropriate for the school to manage the incident directly. In contrast, any incidents with aggravating factors, for example, a young person sharing someone else’s imagery without consent and with malicious intent, should generally be referred to police and/or children’s social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks the following should be considered:

- why was the imagery shared?
- was the young person coerced or put under pressure to produce the imagery?
- who has shared the imagery?
- where has the imagery been shared?
- was it shared and received with the knowledge of the pupil in the imagery?
- are there any adults involved in the sharing of the imagery?
- what is the impact on the young people involved?
- do the young people involved have additional vulnerabilities?

- does the young person understand consent?
- has the young person taken part in this kind of activity before?

Informing parents (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Headteacher
- ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team.
- This staff member does not need to view the images
- wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office
- wherever possible ensure that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been, or could be, used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

Mental Health

The designated teacher for mental health and well-being is Mr Stewart Debenham
The designated governor for mental health and wellbeing is Rev Rosie Roberts

Provision for mental health and wellbeing at Kingsland CE Primary School recognizes the DfE publication [Mental health and behavior in schools](#)

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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 and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Further types of Abuse

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Further information can be found [here](#)

So-called 'honour-based' violence, including Female Genital Mutilation and Forced marriage

So-called 'honour-based' violence (HBV) 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 HBV 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 HBV, or already having suffered HBV.

Domestic Abuse

"The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual

- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Operation Encompass

At Kingsland CE Primary School, we are working in partnership with Herefordshire Council and West Mercia Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally and locally, this scheme is called Operation Encompass. In order to achieve this, the police will share information with the Herefordshire MASH of all domestic incidents where one of the pupils in the school has been affected. On receipt of any information, the Education MASH representative will inform the school and advise on any support the child may require.

All information sharing and resulting actions will be undertaken in accordance with the 'Operation Encompass guidance for schools'. The information will be recorded and stored in accordance with the record keeping procedures outlined in this policy.

Serious violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

Private Fostering

What is Private Fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The local authority should be notified of the arrangement, at least six weeks before it starts, and not to do so is a criminal offence.

Once the local authority has been notified, children's services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (e.g. to stay at the same school to finish exams)
- teenagers living separately from their own family

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families

Are children in private foster care defined as ‘Local After Children’?

No. The term ‘Looked After Children’ means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority. Schools should not therefore code children in private foster care as ‘LAC’.

Should schools be told about a private fostering arrangement?

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children’s services where they become aware of such an arrangement.

Overseas Students

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

Further details about Private Fostering can be [here](#)

Private fostering - LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school or college should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Further information about Private Fostering can be found [here](#)

Extremism

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

“Extremism goes beyond terrorism and is defined in the Government’s Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of armed forces as extremism. Extremists often target the vulnerable - including the young - by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society”. (KCSIE 2025)

- 6.5.10 Staff and governors undergo an ongoing programme of training on extremism. They have received the statutory Prevent (WRAP) training.
- 6.5.11 Since 2010, when the Government published the [Prevent Strategy](#), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.
- 6.5.12 There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 6.5.13 Kingsland CE Primary values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values.
- 6.5.14 Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.
- 6.5.15 Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 6.5.16 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism.
- 6.5.17 The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Kingsland CE Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 6.5.18 Kingsland CE Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism.

The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Fundamental British values - schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

6.6 Risk reduction

- 6.6.1 The school governors and the DSL will assess the level of risk within the school and put actions in place to reduce that risk.

6.7 Response

- 6.7.1 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will be the DSL.
- 6.7.2 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL/DDSL.
- 6.7.3 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

7 Children with special educational needs and disabilities

Teachers and other adults in our school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school/setting's staff being alerted to concerns. All staff should be aware that children may not feel ready or know how to tell someone they are being abused. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

All staff should be aware of the importance of understanding intra familial harms and any necessary support needed for siblings following incidents. There may be ongoing risks to the victim, other children, adult students or school or college staff. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect 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 disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges
- 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. (KCSIE 2025)

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND (KSCIE 2025).

It is also recognised that, along with children with SEND, children who have parents in prison and homelessness are causes for children to be more at risk of safeguarding incidents.

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with Special Educational Needs and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting
- lack of stimulation
- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child's means of communication
- ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting
- misappropriation of a child's finances; or
- inappropriate invasive procedures

Looked after children and previously looked after children

“A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group”. (KCSIE 2025). Governing bodies of maintained schools must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. The designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Mrs Sue Green is the designated teacher for CLA and post-CLA. ““The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.” (KCSIE 2025). Further guidance can be found [here](#)

The most common reason for children becoming looked after is because of abuse and/or neglect. Governing bodies and proprietors will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Virtual Head- Extra Duties:

In addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker (KSCIE 2025).

8 Making Referrals - see Appendix 1 for Referral Flow Chart

8.1 When to refer

8.1.1 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

8.2 Who refers?

8.2.1 Where a child is registered at school, staff should speak to the DSL/DDSL who will usually be the most appropriate person to initiate any referral.

8.2.2 However, anyone can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

8.2.3 The referral will be assessed by the DSL who will then make the decision if a referral is needed to the MASH Team or the child's existing social worker.

8.2.4 If the child lives in an authority outside of Herefordshire, the matter will be referred by the Designated Person to children's social care in that area.

8.2.5 If it is not possible to speak to the DSL or DDSL, and there would be an unwarranted delay by doing so, the member of staff should directly contact MASH team to discuss concerns. The DSL must be informed about the referral as soon as possible.

8.2.6 For referral to MASH team telephone 01432 260800. This must be followed with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The latest multi-agency form is available from the HSCB website.

SECTION 41 - Statutory Children's social care assessments and services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, the school will make a referral to children's social care and if appropriate the police is made immediately. Referrals will follow the local referral process. Children's social care assessments should consider where children are being harmed in contexts outside the home. The school will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Additional information is available here: [Working Together to Safeguard Children](#). Examples of poor practice include:

- Failing to act on and refer the early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information with the right people within and between agencies
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans).

Sometimes children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Local authorities should share the fact a child has a social worker, and the designated safeguarding lead may hold and use this information so that decisions can be made in the best interests of the child's

safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services). Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Any child may benefit from early help, but all staff will be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education.

Children who are Lesbian, Gay, Bi, or Trans (LGBTQ*)

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBTQ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse (KCSIE 2025).

Right Help Right Time

All concerns will be viewed alongside Herefordshire's Right Help Right time document in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.

The school will also give due regard to the guidance contained in [What to do if you are worried a child is being abused, 2015](#)

In cases where it is not possible to obtain consent from the parent / carer the school will seek advice from the Multi Agency Safeguarding Hub.

The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.

In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up escalation procedures published by the local Multi Agency Safeguarding Arrangements (HSCP).

In consultation with the Right Help Right time document, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub.

Parents / carers will be informed of the referral unless informing them may place the child /young person at increased risk of harm.

In the event of a professional disagreement in relation to a specific concern, the school will follow the HSCP procedures for resolution of professional disagreements, also known as escalation procedures [Escalation policy: Resolution of professional disagreements \(procedures.org.uk\)](https://procedures.org.uk)

Involving parents / carers

In general, safeguarding and child protection concerns will be discussed with parents / carers before approaching other agencies. Consent will be sought prior to making a referral. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about the safeguarding policy through the school website.

Multi-agency work

The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the designated safeguarding leads, will make themselves aware of and follow their local arrangements.

The school works in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead to either the Early Help Hub or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker the request for service will go immediately to the social worker involved or in their absence to their team manager or Duty Worker

The school will co-operate with any child protection enquiries conducted by children's social care. The school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, and core group meetings

The school will provide reports as required for these meetings in accordance with the Multi Agency Safeguarding Arrangements (HSCP) interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting

Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate

If a child is subject to a referral to a multi-panel such as MARAC, MAGPAN or CHANNEL the school will contribute to such the school will contribute to such arrangements

9 Confidentiality and Information Sharing

9.1 Principles

- 9.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.
- 9.1.2 We can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:
- 9.1.3 “I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”
- 9.1.4 Professionals can only work together to safeguard children, if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

Kingsland CE Primary School has regard to Information Sharing and follow the Herefordshire council guidance and procedures. Personal information about children and families held by agencies should not normally be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard the child or act in their best interests. The academy/nursery is aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

This includes:

- Confidence in the processing conditions which allow us to store and share information for safeguarding purposes, including information, which is sensitive and personal, and is treated as ‘special category personal data’
- Understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

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

Further information about Information Sharing can be found [here](#)

Governing bodies and proprietors should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils’ education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

9.2 Disclosure of Information to Third Parties

- 9.2.1 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018)
- 9.2.2 Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.
- 9.2.3 The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.
- 9.2.4 When children transfer to a new school at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Pupil Information

In order to keep pupils safe and provide appropriate care for them, the school/setting will maintain accurate and up to date information regarding:

- Names and contact details of persons with whom the pupil normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the pupil from the academy/nursery (if different from above)
- Any relevant court orders in place including those which affect any person's access to the pupil (e.g. Residence Order, Contact Order, Care Order, Injunctions etc)
- If the pupil is or has been the subject of a Child Protection Plan/ statutory assessment
- Name and contact detail of G.P
- Life threatening medical conditions
- Any other factors which may impact on the safety and welfare of the pupil i.e. Early Help assessments.

The school/setting will collate, store and agree access to this information. The Data Protection Policy informs stakeholders how and what data is shared. Parents/carers are then able to opt out of this system. The school/setting data manager has control over access to information.

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

At Kingsland CE Primary School, we recognise that schools and colleges have obligations under the Equality Act 2010. According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Public Sector Equality Duty

At Kingsland CE Primary School, we adhere to the Public Sector Equality Duty (PSED) which is found in the Equality Act. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying

or racial discrimination. Such concerns will differ between education settings, therefore each school policy will be conscious and reflective of disproportionate vulnerabilities that exist.

10 Guide for talking to and listening to children

10.1 Dos & Don'ts

10.1.1 If a child chooses to disclose, staff SHOULD:

- be accessible and receptive; stay calm
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.
- tell her/him you are pleased that s/he is speaking to you

10.1.2 Staff should NEVER:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse - never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure or a 'statement'.

10.1.3 For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

11 Recording Concerns and Associated Actions

11.1 Phonecall or Face-to-Face Conversation

11.1.1 If, at any point, there is a risk of immediate serious harm to a student, the DSL or DDSL must be informed immediately without reliance on delayed communication (emails or notes).

11.2 Team Around the *Concern*

11.2.1 Staff who have a working involvement in the concern or who need to know about developments with regard to a specific concern.

11.2.2 The DSL will set the team around the concern. Usually, this will involve the class teacher, deputy head and any other relevant staff.

11.2.3 Members of the team around the concern will automatically be updated if there are any changes or developments which are linked to the original concern.

11.2.4 If a new concern arises involving the same child /children, members of the team around the concern, may not be notified.

11.3 Team Around the *Child*

11.3.1 Staff who have an ongoing involvement in the concern or who need to know about developments with regard to a specific concern.

11.3.2 The DSL will set the team around the child. Usually this will involve the class teacher, deputy head and any other relevant staff.

11.4 Our Records: Safeguarding Concern forms

11.4.1 Our safeguarding records:

- state who was present, time, date and place;
- use the child's words wherever possible;
- are factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;

11.4.2 Records about child protection or pertaining to welfare concerns or issues, including Early Help paperwork, are retained securely and separately to the curriculum records of the child.

11.4.3 If the child moves to another school or education setting, these records will be sent in a timely and secure manner to the DSL of the receiving school.

12 Child Protection Conferences

12.1 Attendance

12.1.1 The DSL will attend any initial Child Protection Conference and reviews, and provide a written report on behalf of the school if required.

12.1.2 If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

12.2 Keeping Parents Informed

12.2.1 Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

13 Allegations of Abuse

13.1 Local Authority Designated Officer

13.1.1 The head teacher / DSL will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

13.2 Safe Practice

13.2.1 Staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with children unless thought has been given to safeguards.
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home (unless this has been specifically agreed by senior leadership)
- Do not arrange to meet pupils or ex-pupils under the age of 18 outside of school hours
- Never 'befriend' or chat to pupils including ex-pupils under the age of 18 on social network sites or through online gaming

13.3 Sexual Offences Act

13.3.1 Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

13.4 Physical Intervention

13.4.1 Any use of physical force or restraint against pupils will be carried out and documented. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed - see Positive Handling Policy

13.4.2 Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

13.4.3 "There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom." (KCSIE 2025)

13.4.4 We believe that the adoption of a 'no contact' policy can leave staff unable to fully support and protect our children. We choose to adopt sensible policies, which allow and support our staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

Departmental advice for schools is available Use of reasonable force in schools guidance
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

14 Allegations of abuse against a person working in a position of trust

Professional Duties

- 14.1.1 Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.
- 14.1.2 Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm.
- 14.1.3 Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.
- 14.1.4 Allegations of abuse made against adults (staff or volunteers) working in the school, whether historical or current, should be reported to the Headteacher (or, if the allegation is against the Headteacher, it should be reported to the Chair of Governors).

14.2 Whistle Blowing

- 14.2.1 Advice on whistleblowing can be found on the independent NSPCC whistle blowing advice line [here](#)
- 14.2.2 Adults working in the school should also follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. Concerns about the Headteacher should be referred to the Chair of Governors. Concerns about the conduct of adults in school should be taken directly to the headteacher.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:

- A criminal offence has been committed, is being committed or is likely to be committed
- A legal obligation has been breached
- There has been a miscarriage of justice
- The health or safety of any individual has been endangered
- The environment has been damaged
- Information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Allegations regarding person(s) working in or on behalf of the school/setting (including volunteers)- Including low level concerns.

The school has procedures for dealing with allegations against a member of staff, supply teachers, volunteers or contractors. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance.

Any concerns about the conduct of other adults in the school should be referred to the Designated Safeguarding Lead; any concerns about a Head teacher should be referred to the Chair of Governors. Where it is alleged that anyone working in a school that provides education for children under 18 years of age (including all paid or unpaid staff, supply teachers and volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; and/or

- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children if they work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The school will follow the procedures set out in the school's Managing Allegations of Abuse policy. This includes allegations/concerns that do not meet the harm threshold.

When dealing with allegations, we will:

- Apply common sense and judgement
- Deal with allegations quickly, fairly and consistently; and
- Provide effective protection for the child and support the person subject to the allegation.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should still be shared (KCSIE 2025, para 71).

Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should not be included in any reference (KCSIE 2025).

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school/setting's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual (KCSIE 2025, para 427).

If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy (KCSIE 2025).

The school should ensure that low-level concerns are shared confidentially in a way which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values guardian/ safeguarding champion), or with the Head teacher/ Chair of governors is a matter for the setting to decide. If the former, then the DSL should inform the Head teacher/ Chair of governors of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern. The Head teacher/ Chair of governors should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some settings, the Head teacher/ Chair of governors may wish to consult with the DSL and take a more collaborative decision making approach (KCSIE 2025).

The school/setting will ensure all staff understand the school's policy for managing allegations, including the contact details and what information the LADO will require when an allegation is made.

The LADO in Herefordshire can be contacted on [01432 261739](tel:01432 261739)

- the LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day
- the school will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2025) and the local procedures published by the HSCP.

- the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated. However all reasonable alternatives to manage the risk will be considered.
- due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated
- should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made.
- if the member of staff is engaged in teaching work, the school will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made
- the school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2025) with regard to record keeping, confidentiality, references and compromise or settlement agreements

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk. Please click [here](#) for information.

Disqualification under the Childcare Act 2006

Further information can be found [here](#)

Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the headteacher.

Inappropriate behaviour by staff/volunteers could take the following forms:

Physical

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

Emotional

For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting

Sexual

For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.

Neglect

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs

May Pose a Risk

Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately.

15 E-Safety

See e-safety Policy for further details.

Resources to support safety include Education for a Connected World which can be found [here](#)

Kingsland CE Primary School ensures that children are safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety empowers us to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact:** being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

Local Governing Bodies should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement (KCSIE 2025, para 136).

Online hoaxes and challenges

A hoax is a deliberate lie designed to seem truthful. A challenge will generally involve the user recording themselves taking a challenge and then distributing it - the circulation of these challenges may dare or inspire others to try it. Many challenges can be potentially harmful or life threatening. In cases of online hoaxes or challenges, we follow the Harmful Online Challenges and Online Hoaxes non-statutory DfE guidance (published 12th February 2021).

The DSL should be involved with any suspected or reported cases of online hoaxes or challenges. Each case will be reviewed individually to assess the scale and nature of possible risk to children and young people. The DSL will assess the facts of the situation and whether it is a national risk or localised to the area or institution. The DSL can check the factual basis with reliable sources such as Professional Online Safety Helpline from the 35 UK Safer Internet Centre. If it is a local risk, local advice will be sought such as the Local Authority or police as appropriate.

16 First Aid

See First Aid Policy for further details

16.1 Duty First Aiders

16.1.1 In school there are always trained first aiders to oversee administering of first aid.

16.2 Medicines

16.2.1 For matters concerning and managing medicines, the Health and Safety Policy should be consulted, as well as the Supporting Students with Medical Conditions Policy

16.3 Intimate Care

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example dressing, encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene.

16.3.1. Every child has the right to privacy, dignity and a professional approach from staff when meeting their needs.

16.3.2 If a child has an injury to an intimate part of their body or if a child has had an 'accident' requiring cleaning and changing, two members of staff will always be present to provide care.

17 Site Security

17.1 Shared Responsibility

17.1.1 Kingsland CE Primary School is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules that govern it.

17.2 Access

17.2.1 The gates to and from the playground and Coronation Hall playing fields will be locked during the school day, unless being directly supervised by a member of staff.

17.2.2 The main entrance is supervised by office staff who oversee entrance and exit.

17.2.3 Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window, they must wear a visitor's badge.

17.3 Releasing Children

17.3.1 Children will only be allowed home with adults with parental responsibility or confirmed permission.

17.3.2 Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who has a valid reason. They should report to the office to do this.

17.4 Duty

17.4.1 Two members of staff or more should always be on duty at break times.

18 Attendance

Expectations

18.1.1 Excellent attendance is expected of all children

Please refer to the school's [Attendance Policy](#)

18.2 Children Missing in Education (CME)

18.2.1 A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

18.2.2 The school keeps both an admissions register and an attendance register

18.2.3 We monitor attendance and address it when it is poor or irregular. The local authority is informed of any pupil who fails to attend school regularly, or has for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

18.2.4 Procedures are followed in line with Annex A of Keeping Children Safe in Education (September 2025). Parents should ensure that the school has at least two emergency contacts for their child.

18.2.5 “Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern”. (KCSIE 2025)

19 Disclosure Barring Service Checks - see Appendix 2 Flow Chart

19.1 Volunteers engaged in regulated activity must have a Disclosure and Barring Service clearance. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the School building a full DBS search will be conducted. The office instigates this. Visitors who do not yet have clearance will not be able to work in school unsupervised until clearance is gained.

19.2 Volunteers who are not undertaking a regulated activity do not require a DBS check, but we believe at Kingsland CE Primary School that it is good practice to do so. Reference is made to the school's Volunteer Policy, and associated risk assessments.

19.3 A **Single Central Record (SCR)** is kept in the office of all staff, governors and volunteers who are DBS cleared. The SCR also outlines when DBS checks need renewing. The office staff will advise staff when DBS needs to be renewed.

20 Safeguarding within the Curriculum

20.1 Aim - Kingsland CE Primary School aims to help children recognise when there are at risk and how to get help when they need it.

20.1.1 At Kingsland CE Primary School, we are committed to the safeguarding of children and embed safeguarding work across the curriculum wherever opportunities arise. Children are taught about safeguarding through the curriculum.

20.1.2 Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

- We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development.
- Issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.
- Regulations have been put in place whereby the subjects Relationships Education (for primary pupils) and Relationships and Sex Education and Health Education (for secondary pupils) in state funded schools will be mandatory in 2020
- Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- Provide information to pupils regarding Harmful online challenges and online hoaxes.

20.2 Personal Social Health Education (PSHE) and Citizenship

20.2.1 A range of safeguarding themes are explored through Relationships and Sex Education, Health education, Relationships Education, PSHE, Christian values and RE work.

20.2.2 Topics include such themes as drugs, sex and relationships, e-safety, self-esteem, emotional resilience, bullying (including homophobic bullying) and stranger danger. Children are encouraged to explore and discuss these issues.

20.3 Educational Visits

20.3.1 At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school, appropriate and agreed pupil/adult ratios are maintained.

20.3.2 The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher and Educational Visits Co-coordinator.
Risk assessments are authorised by the local authority through the Evolve software.

21 Role of the Designated Safeguarding Lead (DSL)

At Kingsland CE Primary School, this role is held by the Headteacher.

The DSL is Mr Stewart Debenham

The Deputy DSL is Miss Georgie Corrick

“The designated safeguarding lead (and any deputies) is most likely to have a complete safeguarding picture.” (KCSIE 2025)

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

Deputy Designated Safeguarding Lead (DDSL)

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Within school, there will be one member of staff who will have received DSL training every academic year.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a

child protection review conference and be able to attend and contribute to these effectively when required to do so;

- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

All staff and governors of the school will receive annual safeguarding training.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Staff Induction

On appointment, staff receive induction training. This includes safeguarding training. Staff are also made aware of the following documents and are required to sign to say they have been read:

- KCSIE 2025 Part 1 and Annex A
- Staff code of conduct
- Safeguarding and child protection policy, including reference to Children Missing in Education
- Behaviour policy

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

“Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.” (KCSIE 2025)

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Designated Safeguarding Lead will not disclose to a parent any information held on a

child if this would put the child at risk of significant harm. In such circumstances, advice will be sought from Children's Social Care.

If a child moves from the school, the Designated Safeguarding Lead will ensure safeguarding records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. The school will record where and to whom the records have been passed and the date which should be within 5 days.

22 Role of the Governing Body

22.1 Safeguarding Duty

22.1.1 Section 175 / 157 (of the Education Act 2002) puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils.

22.1.2 The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Herefordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training.

22.2 Governor Training

22.2.1 The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and those policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

The Governing Body will:

- ensure that they comply with their duties under legislation
- ensure they facilitate a whole school or college approach to safeguarding, this means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- have regard to Keeping Children Safe in Education 2025 to ensure that the policies, procedures and training are effective and comply with the law at all times

The governing body will ensure that:

The school contributes to inter-agency working in line with the statutory guidance within 'Working Together to Safeguard Children 2023'. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans

- the school provides an appropriate safeguarding response in accordance with the Right Help Right Time document and local safeguarding procedures in order to safeguard children
- the school provides a Child on Child abuse policy if they do not choose to adopt the local authority model Child on Child abuse policy

- procedures are in place within the child protection policy to minimise Child on Child abuse and these are well understood across all staff
- online safety is considered with increasing work online, which poses concerns around potentially harmful and inappropriate online material. Governing bodies will ensure that appropriate filters and monitoring systems are in place and they have an understanding of the information obtained from the filtering and monitoring.
- the school complete regular updated safeguarding training, including online safety training and ensure that children are taught about safeguarding and online safety.
- safeguarding training for staff, including online safety training, is considered as a whole school approach to safeguarding and curriculum planning
- the school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child
- there is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after
- the school/DSL take into account the procedures and practice of the Local Authority as part of the inter-agency procedures set up by the Multi Agency Safeguarding Arrangement (HSCP). This includes working with Children's Social Care from other authorities when children attend school in Herefordshire but live outside of Herefordshire.
- the school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within [Working Together to Safeguard Children 2023](#) and [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018](#)
- the school follows local procedures for sharing intelligence in relation to Child Sexual Exploitation with West Mercia Police and the Point of Contact for CSE within Herefordshire Council
- the school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of them going missing in future
- that the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- the school has a staff behaviour policy (sometimes called the code of conduct) which should, amongst other things, include staff/child relationships and communications including the use of social media and other online platforms
- the school has procedures for managing allegations and low level concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service, LADO and NCTL as the teaching professional body where appropriate
- the school operates, safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2025

- the Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and this person must have the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B of Keeping Children Safe in Education, 2025
- the Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead
- any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2025
- the Designated Safeguarding Lead and any Deputies undertake HSCP higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the Designated Safeguarding Lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the HSCP, online updates via NSPCC or attendance at professional development events
- the Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2025 and that they receive annual safeguarding updates to ensure their continued professional development
- these updates take account of HSCP priorities, the local context, the needs of the pupils and other identified training needs
- there is a policy as cited in KSCIE (2025) that provides a response to low level concerns
- all training will incorporate safeguarding children in specific circumstances that includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and Child on Child abuse
- the training will ensure that Child on Child abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truancing and youth generated sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children
- the school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils
- temporary staff and volunteers are made aware of the school's policies and procedures for child protection and their responsibilities
- the school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements
- there are appropriate online filtering and monitoring systems within the school which are inline with the DfE's published standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for->

[schools-and-colleges](#). Over blocking of material which could impair children's independent research and learning will be avoided

- the school and governing body understand that within alternative provisions, children may have complex needs and may have an additional risk of harm (see further information via [Alternative provision - DfE Statutory Guidance](#))
- that the curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationships and Sex Education (RSE), online safety and broader safeguarding messages within PSHE.
- there are processes in place which enable children and young people to express their rights, wishes and feelings and provide feedback

The governing body reviews its policies/procedures annually (further details on specific policies are cited in KSCIE (2025))

- The nominated governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues.
- governing bodies and proprietors will ensure that appropriate policies are in place in order for appropriate action to be taken in a timely manner to support children's welfare
- the role is strategic rather than operational; they will not be involved in concerns about individual children
- should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher, the principal of a college or proprietor or member of governing body of an independent school.
- should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010/22, (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements.

23 Role of all staff

23.1.1 All staff to attend all statutory safeguarding training.

23.1.2 All staff to constantly maintain a “culture of safeguarding.”

23.1.3 All staff to report any concerns about a child or adult to the DSL / DDSL using the school’s safeguarding procedures.

24.1.4 Adults understand that children’s poor behavior may be a sign that they are suffering harm or may have been traumatized by abuse.

Expectations

All staff and regular visitors will:

- be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people
- be aware of the role and identity of the designated safeguarding leads and deputies for the school
- undertake referrals of child protection concerns to Children’s Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- be subject to safer recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans
- be alert to signs and indicators of safeguarding concerns and possible abuse
- record concerns and pass the record to the Designated Safeguarding Lead
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the HSCP
- deal with a disclosure of abuse from a child in line with the guidance within this policy
- all staff will receive single agency foundation training at the point of induction (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring information.
- the designated safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the HSCP and other organisations as agreed by the governing body. This training will be regularly updated at a minimum of two-yearly intervals
- in addition to the above, all staff will receive annual safeguarding updates, including online safety training, the use of filtering and monitoring software, which is aligned and considered as part of the whole school or college safeguarding approach and wider staff

training and curriculum planning circulation of information and guidance through internally updates, staff meetings and inset training

- the subject / topics for training and updates will take into consideration HSCP priorities, local context and needs of pupils and identified training needs of staff
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

ICT Network Managers

Our school is directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our computer systems. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We will follow required good practice identified in the guidance on e-security from the National Education Network. In addition, we will work towards meeting the Cyber security standards for schools and colleges.GOV.UK.

Each site's Network Manager is responsible for maintaining safe systems of internet access, blocking any undesirable (e.g. pornographic, racist, violent) sites. This includes checking that:

- The IT infrastructure in the school/setting is secure and meets e-safety technical requirements
- The school/setting's password policy is adhered to
- The school/setting's filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- The school/setting's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content), (KSCIE 2025)
- The Co-ordinator keeps up to date with e-safety technical information
- The school/setting's IT infrastructure (network, remote access, e-mail, VLE etc.) is regularly monitored in order that any misuse or attempted misuse can be reported to the E-Safety Manager, SLT, HOY or PSO for investigation/action/sanction
- When children use the school/setting's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school/setting do not allow pupils to use their phones during the day and educate them about appropriate use during assembly and curriculum/pastoral time.

Pupils (to an age appropriate level)

- Are responsible for using the academy IT systems in accordance with the Pupil Acceptable Usage Policy, which they will be required to sign before being given access to school/setting's systems
- Parents/carers will be required to read through and sign alongside their child's signature
- Need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- Should understand the importance of adopting good e-safety practice when using digital technologies out of the academy and realise that the E-Safety Policy also covers their actions out of the school/setting,

Online Safety

Each school/setting ensures that children are safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/setting approach to online safety empowers us to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact: being subjected to harmful online interaction with other users; for example: child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

Local Governing Bodies should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement (KCSIE 2025)

Online hoaxes and challenges

A hoax is a deliberate lie designed to seem truthful. A challenge will generally involve the user recording themselves taking a challenge and then distributing it - the circulation of these challenges may dare or inspire others to try it. Many challenges can be potentially harmful or life threatening. In cases of online hoaxes or challenges, we follow the Harmful Online Challenges and Online Hoaxes non-statutory DfE guidance (published 12th February 2021).

The DSL should be involved with any suspected or reported cases of online hoaxes or challenges. Each case will be reviewed individually to assess the scale and nature of possible risk to children and young people. The DSL will assess the facts of the situation and whether it is a national risk or localised to the area or institution. The DSL can check the factual basis with reliable sources such as Professional Online Safety Helpline from the 35 UK Safer Internet Centre. If it is a local risk, local advice will be sought such as the Local Authority or police as appropriate.

A Safer School Culture

- the culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children
- there is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult
- the school has a culture of listening to, and hearing the voice of the child
- the school ensures victims are taken seriously and allegations are responded to appropriately

24 Supervision

24.1.1 Supervision is an accountable process which should provide a safe environment for critical reflection, challenge and professional support that operates alongside an organisations appraisal process.

It should support, assure and develop knowledge, skills and values of the individual, group or team. The purpose is to improve the quality of their work to achieve agreed objectives and outcomes

24.1.2 The school will provide appropriate supervision for those with responsibility for safeguarding.

Safer Recruitment

Please refer to our [Safer Recruitment Policy](#), and Part 3 of KCSIE 2025.

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education' (DfE 2025). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on shortlisted candidates to help identify any incidents or issues that have happened, and are publicly available online which the school/college might want to explore with applicants at interview. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities. For best practice, the name on the birth certificate should be checked. [School/setting] acknowledge that S128 checks should be completed on governors. A section 128 would prohibit someone from serving as a school governor.

- take up a management position in an independent school, academy, or in a free school as an employee;
- be a trustee of an academy or free school trust; a governor or member of a proprietor body of an independent school; or
- be a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children

At least one Safer Recruitment trained staff member / governor will be involved in all recruitment processes.

Inspection

- from September 2019, Ofsted's inspections of early years, schools and post - 16 provision will be carried out under Ofsted's Education Framework.
- will be aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective

References

24.2 Key Documents

24.2.1 Key documents referred to and used in the development of this policy are:

- [Herefordshire Safeguarding Children Partnership](#)
- [Keeping children safe in education: Statutory guidance for schools and colleges \(DfE September 2025\)](#)
- [Working Together to Safeguard Children 2023](#)
- [Prevent Duty \(DfE June 2015\)](#)
- [Channel Duty Guidance \(HM Gov 2015\)](#)
- [Dealing with Allegations of Abuse against Teachers and other Staff \(DfE Oct 2012\)](#)
- [The Children Act 1989 and 2004](#)
- [Education Act 2002](#)
- [Information Sharing 2018](#)
- [Sexual violence and sexual harassment between children 2021](#)
- [Child Care Act amended 2018](#)
- [Children missing in Education 2016](#)
- [Teaching online safety in schools 2018](#)
- [Inspecting safeguarding in early years, education and skills settings \(Ofsted 2021\)](#)

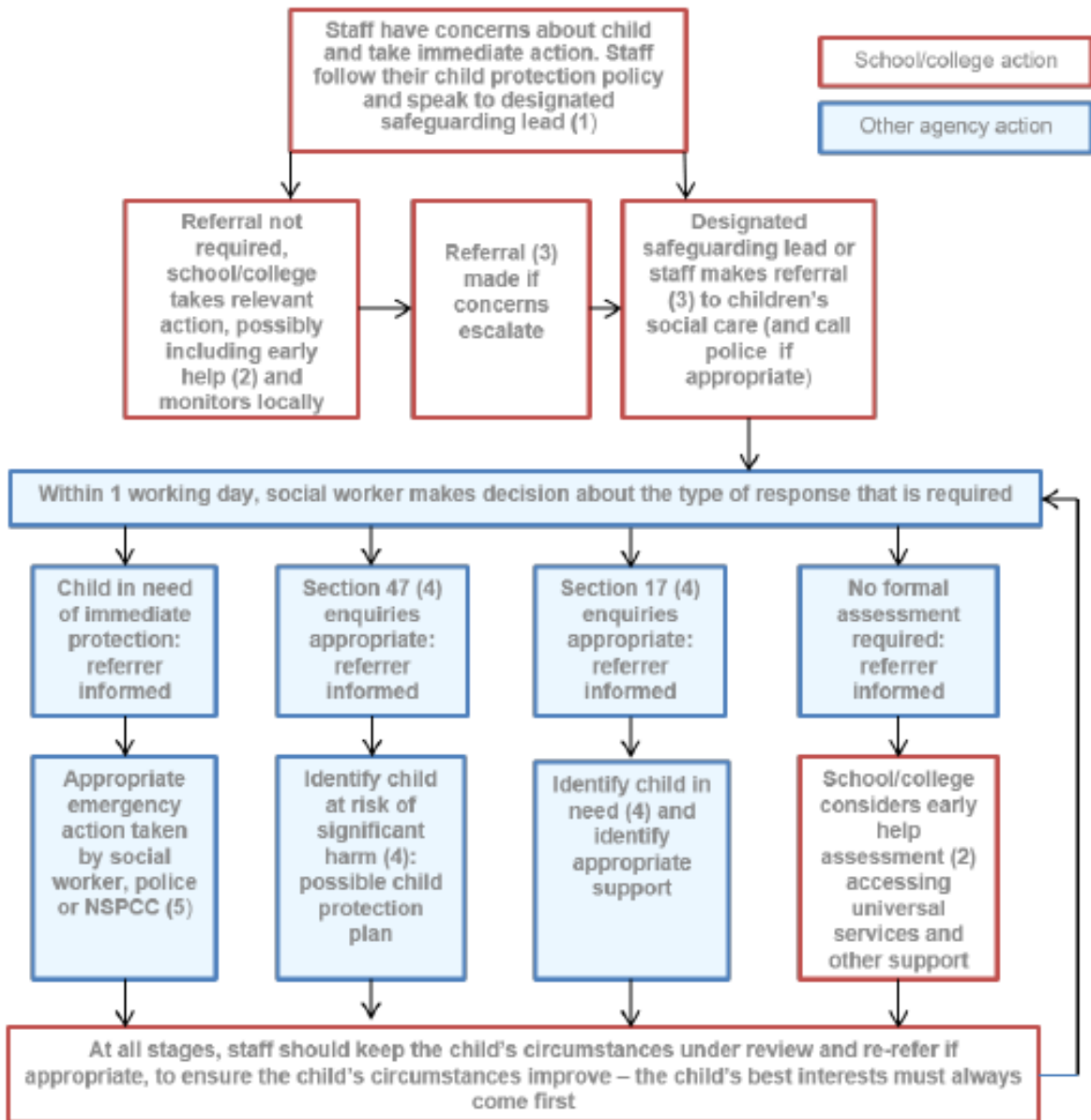
24.3 Links with other school policies

24.3.1 This policy document should also be considered within the context of other policies and documents relating to our work with children and young people. Almost all policies in school have a reference to safeguarding but some are very directly linked. These include:

Use of Cameras and Mobile Phones
Safer Recruitment Policy
Allegations of Abuse against Staff
Staff Code of Conduct
Preventing Extremism and Radicalisation Policy
Attendance Policy
Whistleblowing Policy
E-Safety Policy
First Aid Policy
Health and Safety Policy
Attendance Policy
Behaviour Policy
Data Protection (GDPR) Policy
Sexual Violence and Sexual Harassment Policy
Data Protection Code of Conduct
Risk Assessment Policy
Acceptable use of ICT

Appendix 1 Referral Flow Chart

Actions where there are concerns about a child



“If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken”. (KCSIE 2025). In such circumstances, staff should have a discussion with Mrs Sue Green or Mr Mike Nelson.

Appendix 2 Flowchart of Disclosure and Barring service Criminal Record Checks and Barred List Checks

