



Micklands Primary School Child Protection and Safeguarding Policy

Publication date: 1st September 2026

Review date: 31st August 2027

Status: Statutory

Contents

Statement of intent	3
Acronyms	4
Definitions	7
1. Legal framework	10
2. Roles and responsibilities	11
3. Multi-agency working	15
4. Early Support and Family Help	17
5. Abuse, neglect and exploitation	18
6. Specific safeguarding issues	18
7. Child-on-child abuse (including harassment and violence)	18
8. Online safety and personal electronic devices	20
9. Upskirting	21
10. Making or sharing nudes or semi-nudes	22
11. Context of safeguarding incidents	22
12. Pupils potentially at greater risk of harm	23
13. Use of reasonable force and restrictive intervention	26
14. Use of the school premises for non-school activities	27
15. Alternative provision	27
16. Work experience	28
17. Private arranged homestays	28
18. Private fostering	28
19. Concerns about pupils	28
20. Managing referrals	29
21. Concerns about school safeguarding practices	30
22. Safeguarding concerns and allegations about staff, supply staff, trainee teachers, volunteers and contractors	30
23. Communication and confidentiality	31
24. Safer recruitment	32
25. Single central record (SCR)	33
26. Training	34
27. Monitoring and review	35

Appendices

- A. [Specific safeguarding issues](#)

Statement of intent

Micklands is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

We are committed to building a culture of openness, trust and respectful challenge. Staff are empowered and expected to raise concerns about safeguarding practice, including leadership decisions, without fear of reprisal.

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

- Ensuring that members of the governing board, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is Mark Frost. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs, Kirsty Mirbel, Karen Talbot and Julie Nee.

Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
AI	Artificial intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
LOCAL AUTHORITY CHILDREN'S SOCIAL CARE	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
CLA	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PCLA	Previously looked-after children	Children who were previously looked after by a local authority but ceased to be looked after because they were adopted or became subject to a special guardianship order or child arrangements order, including specified children adopted from state care outside England and Wales.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RHE	Relationships and health education	Statutory curriculum content for primary-aged pupils covering relationships, physical health and mental wellbeing, including teaching pupils how to recognise safe and unsafe relationships and how to seek help.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENDCO	Special educational needs and disabilities coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs and disabilities policy and provision of education to pupils with special educational needs and disabilities.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.

TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

For the purposes of this policy, “**safeguarding and protecting the welfare of children**” is defined as:

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

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person commits an offence if they intentionally penetrate the vagina or anus of another person with a part of their body or anything else, the penetration is sexual, the other person does not consent to the penetration, and the person carrying out the penetration does not reasonably believe that the other person consents.
- **Sexual assault:** A person commits an offence if they intentionally touch another person, the touching is sexual, the other person does not consent to the touching, and the person carrying out the touching does not reasonably believe that the other person consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:

- The consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- Sharing unwanted explicit content;
- Upskirting;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including on social media;
- Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“upskirting”** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, **“making or sharing nudes and semi-nudes”** refers to the making, sending, posting or sharing of nude or semi-nude images, videos or livestreams involving children under the age of 18. Nudes and semi-nudes may include images that have been taken by the child themselves, taken or created by another person, digitally altered, or wholly generated using artificial intelligence. This includes AI-generated “deepfakes” and “deep nudes”. The school recognises that the making or sharing of nudes and semi-nudes may be consensual or non-consensual. Regardless of whether sharing appears consensual, all incidents involving children will receive an appropriate safeguarding response.

The school will avoid unnecessarily criminalising children and will respond in accordance with current UK Council for Internet Safety and DfE guidance.

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children. Children can also cause harm to family members, including parents and caregivers. Child-to-parent or caregiver abuse can involve physical, sexual or emotional abuse, stalking, coercive or controlling behaviour, and financial exploitation. As with other forms of abuse, staff will respond to concerns in accordance with the school’s safeguarding procedures.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social

interaction. It may involve seeing or hearing the ill-treatment of another. Emotional abuse may also include persistent verbal abuse, for example criticism, belittling or name-calling. It may involve serious bullying, including cyberbullying, causing the child to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the following:

Legislation

- Children Act 1989
- Education Act 2002
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- School Premises (England) Regulations 2012
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022
- School Attendance (Pupil Registration) (England) Regulations 2024
- Data (Use and Access) Act 2025
- Crime and Policing Act 2026

Statutory guidance

- DfE (2026) *Keeping Children Safe in Education*
- DfE (2026) *Working Together to Safeguard Children*
- DfE *Early Years Foundation Stage statutory framework*
- DfE (2018) *Disqualification under the Childcare Act 2006*
- Home Office *Prevent duty guidance: Guidance for specified authorities in England and Wales*
- HM Government *Multi-agency statutory guidance on female genital mutilation*
- HM Government *Channel Duty Guidance: Protecting people susceptible to radicalisation*
- Home Office and Foreign, Commonwealth and Development Office *Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage*

Other relevant guidance

- DfE *What to do if you're worried a child is being abused*
- DfE *Child sexual exploitation*
- HM Government *Information sharing: advice for practitioners providing safeguarding services*
- UK Council for Internet Safety *Sharing nudes and semi-nudes: advice for education settings working with children and young people*
- DfE *Teachers' Standards*
- DfE *Working together to improve school attendance*
- DfE *Meeting digital and technology standards in schools and colleges*
- DfE *Supporting pupils at school with medical conditions*
- DfE guidance on generative artificial intelligence in education

- Department of Health and Social Care *Virginity testing and hymenoplasty: multi-agency guidance*

For the purposes of this policy, references to “**data protection laws**” mean collectively the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.

2. Roles and responsibilities

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from universal services and community-based early help, or from the targeted early help level of Family Help.
- Be aware of the school’s systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local arrangements for community-based early help and Family Help, including the criteria for referral and their role in supporting assessments and services.
- Be aware of, and understand, the process for making referrals to local authority children’s social care, including referrals for Family Help and statutory assessments under the Children Act 1989, and understand their role in supporting these processes.
- Make a referral to LOCAL AUTHORITY CHILDREN’S SOCIAL CARE and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of, and understand, the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the ‘Teachers’ Standards’.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as ‘known’ cases, as soon as possible.

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that all staff read and understand at least Part One of the current version of Keeping Children Safe in Education, and ensure that mechanisms are in place to assist staff to understand and discharge their safeguarding responsibilities.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place for children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to safeguard and support children who may experience prejudice, discrimination or additional barriers to reporting concerns, including children who are lesbian, gay or bisexual, and children who are questioning their gender.

- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Ensure that volunteers are appropriately checked, risk assessed and supervised in accordance with their role and the current regulated activity requirements.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Ensure that safeguarding practice and record keeping enable the school to identify and respond to patterns of discriminatory or abusive behaviour, including sexual violence and sexual harassment, misogyny and misandry, racism, faith-based prejudice, homophobic or biphobic bullying, and other derogatory or violent behaviour.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Ensure that the school understands and implements local arrangements for universal services and community-based early help and, where a child requires more targeted support, Family Help. The governing board will ensure that staff understand the relevant local thresholds, referral routes and their role in supporting assessments and multi-agency plans.
- Appoint a designated teacher to promote the educational achievement of CLA and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support CLA.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep CLA safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who are absent from education, particularly where absence is repeated, follows a concerning pattern or is prolonged. Staff will consider whether absence may indicate abuse, neglect, exploitation, involvement in serious violence, mental health difficulties or other safeguarding concerns, and will act in accordance with the school's attendance and safeguarding procedures.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, ensure that the DSL or a deputy DSL is always available during school hours for staff to discuss safeguarding concerns.
- Ensure that robust arrangements are in place to maintain safeguarding cover when the DSL is unavailable. Deputy DSLs will have sufficient access to safeguarding information, records and secure communications to enable concerns to be responded to promptly. The school will also arrange adequate and appropriate safeguarding cover for activities taking place outside normal school hours or terms.
- Refer cases:
 - To LOCAL AUTHORITY CHILDREN'S SOCIAL CARE where abuse and neglect are suspected, and support staff who make referrals to LOCAL AUTHORITY CHILDREN'S SOCIAL CARE;
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme;
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child;
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection

issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- Ensuring that the school knows which pupils have or had a social worker;
 - Understanding the academic progress and attainment of these pupils;
 - Maintaining a culture of high aspirations for these pupils;
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential;
 - Helping to promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of CLA and PCA, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

3. Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The school will work with families and partner agencies to protect and promote the welfare of pupils. This includes contributing to universal services and community-based early help, supporting Family Help where additional needs have been identified, and contributing to multi-agency plans for children receiving statutory support or subject to child protection arrangements.

The school will allow access for local authority children's social care from the host local authority and, where appropriate, a placing local authority, so that assessments and statutory safeguarding functions can be carried out. This includes Family Help and assessments under sections 17 and 47 of the Children Act 1989.

The school will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

The school will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging other's assumptions in a respectful manner.

Information sharing

The school recognises that effective information sharing between professionals and local agencies is essential for identifying and responding to safeguarding concerns and ensuring that children receive the right help at the right time.

Staff will have regard to the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, referred to collectively in this policy as the **data protection laws**. Staff will understand that the data protection laws do not prevent the sharing of information for the purposes of safeguarding and promoting the welfare of children.

When deciding whether to share safeguarding information, staff will consider:

- the purpose for which the information is being shared;
- whether the information is relevant, necessary and proportionate;
- the potential risk to the child or others if the information is shared;
- the potential risk to the child or others if the information is not shared;
- whether information can be shared securely; and
- whether the decision and rationale need to be recorded.

Consent is not normally required to share personal information where doing so is necessary to safeguard a child. Staff will not allow concerns about data protection to prevent them from sharing information where doing so is necessary to protect a child from harm.

Where staff are uncertain about whether information should be shared, they will seek advice from the DSL or a deputy DSL. The DSL will ensure that significant information-sharing decisions, including the reasons for sharing or not sharing information, are recorded.

4. Early Support and Family Help

The school recognises that providing the right help at the right time can prevent difficulties from escalating and improve outcomes for children and families.

Children and families may receive support through **universal services and community-based early help**. Where more targeted or coordinated support is required, children and families may receive **Family Help**.

Family Help means providing support as soon as a problem emerges at any point in a child's life. Family Help may include targeted early help and support and services delivered under section 17 of the Children Act 1989.

All staff will be prepared to identify children who may benefit from additional support. Staff will be particularly alert to the potential need for support for a child who:

- is disabled, has certain health conditions or has specific additional needs;
- has special educational needs, whether or not they have an Education, Health and Care plan;
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, organised crime or county lines;
- is frequently missing or going missing from care, home or education;
- is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation;
- is at risk of being radicalised into terrorism;
- has a parent or carer in custody or is affected by parental offending;
- is living in family circumstances presenting challenges, including drug or alcohol misuse, adult mental health difficulties or domestic abuse;
- is misusing drugs or alcohol themselves;
- is at risk of so-called 'honour-based' abuse, including female genital mutilation or forced marriage;
- is privately fostered;
- has experienced multiple suspensions, is at risk of permanent exclusion, has been permanently excluded, or is receiving alternative provision;
- has experienced bereavement;
- is viewing problematic or inappropriate online content or developing unsafe relationships online;
- has recently returned home to their family from care; or
- is persistently absent from education or is not receiving suitable full-time education.

This list is not exhaustive. Staff will use professional curiosity and will discuss any concern about a child's welfare with the DSL or a deputy DSL.

Where a child does not require statutory children's social care intervention, the DSL or a deputy DSL will generally lead liaison with other agencies and arrange a community-based early help assessment where appropriate. Staff may be required to support other professionals in carrying out an assessment and may, where appropriate and permitted within local arrangements, act as the lead practitioner.

Where a child or family requires more targeted support, the DSL will consider a referral to **Family Help** in accordance with local thresholds and referral arrangements. The school will contribute fully to

Family Help assessments and plans and will work with children, parents, carers and partner agencies to achieve agreed outcomes.

All cases receiving early support or Family Help will be kept under regular review. Where a child's circumstances do not improve, deteriorate, or indicate that the child may be in need or may be suffering or likely to suffer significant harm, the DSL will consider referral to local authority children's social care for statutory assessment without delay.

Nothing in the Early Support or Family Help process will prevent any member of staff from making an immediate referral to local authority children's social care and/or the police where a child is in immediate danger or at risk of significant harm.

5. Abuse, neglect and exploitation

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside the school, inside and outside the home, and online.

Staff will understand that children may be affected by seeing, hearing or experiencing the effects of abuse and that children may themselves cause harm to other children or to members of their family. Abuse, neglect, exploitation and other safeguarding issues are rarely standalone events. In many cases, several issues will overlap and interact. Staff will therefore remain professionally curious, maintain an attitude of "it could happen here" and report concerns to the DSL or a deputy DSL.

All staff, particularly the DSL and deputy DSLs, will be aware that safeguarding incidents and behaviours may be associated with factors outside the school and/or may occur between children outside the school. This includes the risk of extra-familial harm, where children may be abused or exploited in contexts outside their families.

Technology is a significant component of many safeguarding and wellbeing issues. Children may be abused online, abuse may take place concurrently online and offline, and technology may facilitate abuse including harassment, bullying, grooming, exploitation, coercion, the making or sharing of nudes and semi-nudes, and the creation or distribution of AI-generated sexual imagery.

Staff will report any concern about abuse, neglect or exploitation immediately in accordance with the procedures set out in this policy.

6. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

Appendix A of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

7. Child-on-child abuse (including harassment and violence)

For the purposes of this policy, child-on-child abuse is abuse of one child by another child. Child-on-child abuse is a safeguarding issue for both the child who has experienced the abuse and the child who is alleged to have caused the harm.

Micklands Primary School has a zero-tolerance approach to all forms of child-on-child abuse. The school recognises that child-on-child abuse is preventable and will take a whole-school approach to preventing, identifying and responding to inappropriate and abusive behaviour.

All staff will understand that child-on-child abuse can occur between children of any age and sex and may take place inside or outside school and online. Staff will recognise that the absence of reported incidents does not mean that abuse is not happening; it may mean that it has not been recognised or reported.

Staff will challenge inappropriate behaviour between children. Abusive behaviour will never be dismissed as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Downplaying such behaviour can create a culture in which abuse is normalised, contribute to misogyny or other discriminatory attitudes, and make children feel unsafe or unable to report concerns.

Child-on-child abuse can include, but is not limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying;
- abuse within intimate personal relationships between children;
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- physical assault or threats of harm involving a weapon;
- harmful sexual behaviour;
- sexual violence and sexual harassment, including behaviour which may involve misogyny or misandry;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual making or sharing of nudes and semi-nudes, including imagery generated or altered using artificial intelligence;
- upskirting;
- initiation or hazing-type violence or rituals; and
- online abuse which facilitates, threatens or encourages any of the above.

Staff will recognise that some forms of child-on-child abuse are more likely to be experienced by girls and perpetrated by boys, but abuse can affect children of any sex and all child-on-child abuse will be taken seriously.

Staff will be alert to harmful sexual behaviour and to the potential for inappropriate sexualised or discriminatory behaviour to escalate if it is not challenged early. Incidents involving sexism, misogyny, misandry, sexual harassment or harmful sexual behaviour will therefore be addressed promptly.

All concerns about child-on-child abuse will be reported to the DSL or a deputy DSL and recorded in accordance with the school’s safeguarding procedures.

When responding to an incident, the DSL will consider:

- the safety and wishes of the child who has experienced the behaviour;
- the age and developmental stage of all children involved;
- any power imbalance between the children;
- whether the behaviour may indicate wider safeguarding concerns;
- whether other children may be at risk;
- whether local authority children’s social care or the police should be involved; and
- what support is required for the child who experienced the abuse, the child alleged to have caused the harm, and any other affected children.

The school will not wait for the outcome of a police or children’s social care investigation before taking steps to protect children.

Children will be made aware of how they can raise concerns about their own experiences or those of a friend or peer. They will be reassured that their concerns will be taken seriously, they will be listened to and they will be supported.

The school's detailed procedures for responding to child-on-child abuse are set out in the Child-on-Child Abuse Policy. The Anti-bullying Policy and Suspension and Exclusion Policy will also be followed where relevant.

8. Online safety and personal electronic devices

The school recognises that online safety is an integral part of safeguarding and child protection. The school will adhere to its Online Safety Policy and will ensure that its approach to online safety is reflected throughout its safeguarding arrangements.

As part of a broad and balanced curriculum, pupils will be taught about online safety and how to recognise and respond to risks when using technology.

The school will consider online safety through the four broad areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm and suicide content, antisemitism, radicalisation and extremism, extreme violence, misinformation, disinformation and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users, including adults or children posing as children, peer-to-peer pressure, grooming, exploitation and interaction with generative AI systems which simulate human communication.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, including bullying, making or sharing nudes and semi-nudes, viewing or sending pornography, and the making or distribution of AI-generated sexual imagery.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams.

Through training, staff will be made aware of behaviours that may indicate that a pupil is experiencing online harm and of the procedures to follow where concerns arise.

Where the school permits the use of generative artificial intelligence by staff or pupils, it will consider the associated safeguarding, ethical, data protection and information-security risks. The school's filtering and monitoring arrangements will apply to the use of generative AI where appropriate.

Further information regarding online safety is contained in the school's Online Safety Policy.

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use.

The school will also make it clear to parents what their children are being asked to do online for school.

Filtering and monitoring

The school will have appropriate filtering and monitoring systems in place on school devices and networks to limit pupils' exposure to harmful and inappropriate online material while ensuring that filtering does not unreasonably restrict teaching and learning.

Roles and responsibilities for filtering and monitoring will be clearly assigned. The senior leader responsible for filtering and monitoring, supported by the DSL and the school's IT support/provider, will review the effectiveness of filtering and monitoring arrangements at least once every academic year.

The review will include checks that filtering is working appropriately on all internet-connected devices in all relevant locations used by the school. A record of these checks and the outcomes will be maintained.

The school will ensure that:

- harmful and inappropriate content is blocked without unreasonably affecting teaching and learning;
- effective monitoring strategies are in place;
- leaders and relevant staff understand the filtering and monitoring systems being used;
- staff know how to report and escalate concerns arising from filtering or monitoring; and
- arrangements take account of the age and needs of pupils, including those who may be at greater risk of harm.

All staff will be informed of their responsibilities in relation to filtering and monitoring as part of their induction and through safeguarding updates.

Reviewing online safety

The school will review its approach to online safety at least annually. The review will be informed by the risks experienced by pupils, safeguarding incidents, developments in technology, filtering and monitoring information and emerging online risks. The school will update its arrangements where necessary in response to the findings.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils will be managed in accordance with school policy. Micklands Primary School is a mobile-phone-free environment for pupils throughout the school day. Pupils will not have access to mobile phones during lessons, breaktimes, lunchtimes or other parts of the school day, except where an individual exception has been agreed by the headteacher for a specific need.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are CLA, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CLA or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

9. Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "**Operating equipment**" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

10. Making or sharing nudes or semi-nudes

The making or sharing of nudes and semi-nudes involving a child under 18 will always be treated as a safeguarding matter.

Nudes and semi-nudes may include photographs, videos or livestreams. They may be taken by the child themselves, taken or created by another person, digitally altered, or wholly generated using artificial intelligence, including “deepfakes” and “deep nudes”.

Staff will understand that incidents may involve consensual or non-consensual sharing. **All incidents will receive a safeguarding response regardless of whether the making or sharing appears to have been consensual.**

Staff will receive appropriate training to enable them to understand age-appropriate sexual development and distinguish between developmentally expected behaviour, inappropriate behaviour and harmful sexual behaviour.

A member of staff who becomes aware of an incident involving nudes or semi-nudes will report it to the DSL or a deputy DSL as soon as possible.

Staff must not:

- view the image unless there is a clear and unavoidable reason to do so;
- copy, print, save or share the image;
- ask a child to show or forward the image; or
- delete an image from a device unless advised to do so as part of the safeguarding response.

The DSL will undertake an initial review and risk assessment, taking account of the age and developmental stage of the children involved, whether there is evidence of coercion, exploitation or an adult’s involvement, the nature and distribution of the imagery, and any other safeguarding concerns.

Where there is reason to believe an adult has been involved, a child has been coerced or exploited, serious harm may have occurred, or a crime requiring police involvement may have been committed, the DSL will seek appropriate advice and make referrals without delay.

The school will avoid unnecessarily criminalising children and will work to protect and support all children involved.

Where imagery has been shared online, the school will support the child to access appropriate reporting and removal services.

The school’s detailed procedures are set out in its policy for responding to the making and sharing of nudes and semi-nudes.

11. Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents.

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

12. Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision, pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, the school will make the required notifications to the local authority when a pupil's name is deleted from the admission register, including where a parent elects to educate their child at home.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

CLA and PCLA

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously looked-after children and care leavers may also remain vulnerable after leaving care. These are distinct groups and the school will ensure that the appropriate information and support arrangements are in place for each child.

The governing board will ensure that staff have the skills, knowledge and understanding to keep CLA and PCLA safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PCLA, personal advisers.

Further details of safeguarding procedures for CLA and PCLA are outlined in the school's CLA Policy.

Pupils with SEND

Children with special educational needs and/or disabilities can face additional safeguarding challenges. Staff will recognise that additional barriers may exist when identifying abuse, neglect or exploitation involving these children.

Staff will be alert to:

- assumptions that indicators of possible abuse, such as changes in behaviour, mood or injury, relate to the child's disability without further exploration;
- children with SEND being more prone to peer-group isolation or bullying, including prejudice-based bullying;
- children with SEND being disproportionately affected by bullying or other harmful behaviour without outwardly showing signs;
- communication barriers and difficulties in overcoming these barriers;
- a child being unable to recognise that what is happening to them is abusive;
- children being more dependent on adults for intimate care or other support;
- the increased opportunities for isolation from other children;
- difficulties some children may have distinguishing fact from fiction online; and
- the possibility that a child's disability or additional needs may make it harder for them to report concerns or be believed.

Staff will never assume that an indicator of abuse or neglect is explained solely by a child's SEND. When managing safeguarding concerns relating to a pupil with SEND, the DSL will liaise with the SENDCO and other relevant professionals and, where appropriate and safe to do so, the child's parents or carers. Appropriate communication support will be provided to ensure that the child's wishes and feelings can be understood.

Young carers

The school will be alert to the needs of young carers and will recognise that caring responsibilities can affect a child's attendance, attainment, behaviour and wellbeing.

Staff will seek to identify young carers at the earliest opportunity so that they can receive appropriate support from the school and, where necessary, external partners, local authority services or health services.

Where a young carer's circumstances give rise to safeguarding concerns, these will be reported and responded to in accordance with this policy.

Pupils with medical conditions

The school recognises that children with medical conditions, including allergies, may have additional vulnerabilities.

An isolated incident relating to the management of a child's medical condition will not, in itself, normally require a safeguarding referral. However, staff will consider whether a safeguarding concern exists where an incident suggests that a child may be at increased risk of abuse, neglect or exploitation because of their medical condition.

This may include circumstances where relevant information about a child's medical condition is repeatedly withheld from the school, where a child is repeatedly sent to school without essential medication, or where other actions or omissions place the child at risk.

Any such concern will be reported to the DSL or a deputy DSL in accordance with this policy. The school will also have regard to the statutory guidance *Supporting pupils at school with medical conditions*.

Children who are lesbian, gay or bisexual

A child being lesbian, gay or bisexual is not in itself a safeguarding risk. However, children who are lesbian, gay or bisexual, or who are perceived by others to be lesbian, gay or bisexual, may be vulnerable to discriminatory bullying, harassment or abuse.

The school will take steps to prevent and respond to such behaviour. All forms of discriminatory bullying will be challenged and appropriate sanctions and support will be put in place.

Staff will recognise that risks may be compounded where a child does not have a trusted adult with whom they feel able to speak openly. The school will therefore seek to ensure that children know which adults they can approach for support.

Children who are questioning their gender

The school recognises that some children may question how they feel about being a boy or a girl, including aspects of their biological sex and the ways in which they relate to social expectations associated with sex.

It is **not the role of the school to initiate social transition**. The following arrangements apply where a child or their parent or carer raises a request for support or asks the school to make changes relating to social transition.

Staff will take time to listen to and understand the child's thoughts, feelings and experiences and will remain professionally curious about the full range of factors affecting the child. Staff will be alert to potential vulnerabilities, including mental health or psychosocial needs, relationships with family and peers, and discriminatory bullying.

The school will challenge gender stereotypes and will not assume that a child's interests, clothing, friendships or behaviour determine their sex or require a social transition response.

Any request for support with social transition will be considered on an individual basis. The school's overriding considerations will be the safeguarding and welfare of the child making the request and the safeguarding, safety, privacy and welfare of other children.

In the vast majority of cases, parents or carers will be involved and their views will be given significant weight. Where there is reason to believe that involving a parent or carer could place the child at risk of significant harm, the DSL will be consulted and normal safeguarding procedures will be followed. The school will not make assumptions about the appropriate outcome. Decisions will take account of the child's age and developmental stage, the nature and duration of the request, relevant safeguarding information, the views of parents or carers, and any relevant clinical evidence or professional advice.

Any agreed arrangements will be clearly recorded, communicated only to those who need to know and kept under regular review.

Nothing in this section changes the school's duty to prevent bullying or discrimination. Children who are questioning their gender will be treated with respect and supported to feel safe in school.

Toilets, changing rooms and showers

The school will ensure that arrangements for toilets, changing rooms and showers meet statutory requirements and safeguard the safety, privacy and dignity of all pupils.

Separate toilet facilities will be provided for boys and girls aged eight and over, except where a toilet is contained within a room that can be secured from the inside and is intended for use by one pupil at a time.

Pupils will not be permitted to use toilet facilities designated for the opposite biological sex.

Where a pupil does not wish to use facilities designated for their biological sex, the school will consider whether an appropriate alternative can be provided, such as an individual self-contained toilet. Any alternative arrangement will not remove or compromise the provision of single-sex facilities and will take account of the safety, comfort, privacy and dignity of the pupil and other children.

Any individual arrangements will be clearly recorded, appropriately communicated to relevant staff and reviewed regularly.

Where mixed-sex toilets are provided in addition to single-sex facilities, they will be individual lockable rooms and safeguarding risks will be assessed.

The school will apply the relevant statutory requirements and safeguarding principles to changing rooms and showers and will ensure that arrangements protect pupils' safety, privacy and dignity.

Pupils requiring mental health support

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

13. Use of reasonable force and restrictive intervention

There are limited circumstances in which staff may use reasonable force to safeguard a child or others. Reasonable force may range from guiding a child to safety to intervention required to prevent violence or injury.

Where force is required, staff will use no more force than is necessary and for no longer than is necessary in the circumstances. Decisions will be based on the professional judgement of the member of staff concerned and the individual circumstances.

The school will not adopt a "no contact" approach where this could prevent staff from appropriately safeguarding or supporting pupils.

Particular care will be taken where reasonable force or restrictive intervention is being considered in relation to a child with SEND, a mental health difficulty or a medical condition. Staff will consider the child's additional vulnerability, the school's duties under the Equality Act 2010 and whether reasonable adjustments or proactive behaviour support can reduce the need for physical intervention. Any use of reasonable force will be managed, recorded and reviewed in accordance with the school's Behaviour Policy and any policy or guidance relating to positive handling or restrictive intervention.

14. Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will have regard to current DfE guidance on keeping children safe in out-of-school settings when assessing the safeguarding arrangements of organisations using the school premises.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to LOCAL AUTHORITY CHILDREN'S SOCIAL CARE or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

15. Alternative provision

Where the school arranges alternative provision for a pupil, Micklands Primary School will remain responsible for safeguarding that pupil and will satisfy itself that the placement is safe, suitable and capable of meeting the pupil's individual needs.

Before a placement begins, the school will undertake appropriate due diligence on the provider and obtain written confirmation that all appropriate safeguarding checks have been completed on people working at the provision.

The school will also obtain written confirmation that the provider will inform Micklands of any arrangements or staffing changes which may affect the pupil's safety, so that the school can assure itself that appropriate safeguarding checks have been completed.

The use of an approved-provider list or local authority register will not remove the school's responsibility to undertake its own safeguarding checks and due diligence.

The school will know **where the pupil is being educated during school hours** and will maintain up-to-date records of:

- the main address of the alternative provision;
- any subcontracted provision used;
- any satellite sites attended by the pupil;

- the pupil's expected timetable and attendance arrangements; and
- key safeguarding contacts at the provider.

Alternative provision placements will be reviewed **at least half-termly**. Reviews will consider whether the pupil is attending regularly, whether the placement remains safe and whether it continues to meet the pupil's needs.

Any safeguarding concern relating to an alternative provision placement will trigger an immediate review. The placement will be terminated where necessary unless and until the concern has been satisfactorily addressed.

Attendance at alternative provision will be monitored closely and unexplained or concerning absence will be followed up promptly in accordance with the school's safeguarding and attendance procedures.

16. Work experience

Where the school arranges work experience for a pupil, it will satisfy itself that appropriate safeguarding arrangements are in place at the placement and will consider the nature of the placement, the age of the pupil and the level of supervision provided.

Where a person aged 16 or over undertakes work experience at Micklands Primary School, the school will consider whether the activities undertaken meet the definition of regulated activity and whether an enhanced DBS check and/or children's barred list check is required under current safeguarding legislation.

The school will not request a DBS check for a work-experience pupil who is under 16.

17. Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

18. Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

19. Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that pupils 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. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

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

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

Where universal or community-based early help is appropriate, or where a referral has been made for Family Help, the child's circumstances will be kept under regular review. If the child's situation does not improve, deteriorates or indicates that statutory intervention may be required, the DSL will consider referral to local authority children's social care without delay.

If a pupil is in immediate danger, a referral will be made to LOCAL AUTHORITY CHILDREN'S SOCIAL CARE and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

Where a child and family would benefit from coordinated multi-agency support, the school will contribute to the appropriate assessment and planning process, including Family Help where relevant. Assessments will be child-centred, take account of the family's strengths and needs and identify the help, protection and support required to improve outcomes for the child.

The school will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.

20. Managing referrals

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to LOCAL AUTHORITY CHILDREN'S SOCIAL CARE or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by LOCAL AUTHORITY

CHILDREN'S SOCIAL CARE. Where LOCAL AUTHORITY CHILDREN'S SOCIAL CARE decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where LOCAL AUTHORITY CHILDREN'S SOCIAL CARE decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider what other support is appropriate, including universal or community-based early help, Family Help and school-based pastoral support, according to the child's needs and the local safeguarding threshold.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

21. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

22. Safeguarding concerns and allegations about staff, supply staff, trainee teachers, volunteers and contractors

All safeguarding concerns and allegations relating to staff, supply staff, trainee teachers, volunteers and contractors will be managed in accordance with Part Four of Keeping Children Safe in Education and the school's Allegations of Abuse Against Staff Policy.

This includes adults who are employed by another organisation but work in the school, such as agency staff, contractors and trainee teachers. Where another organisation is the employer, the school will work with that organisation while retaining responsibility for ensuring that appropriate safeguarding action is taken in relation to children at Micklands.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Concerns that do not meet the harms threshold, including low-level concerns, will be managed in accordance with Part Four of Keeping Children Safe in Education and the school's Low-level Safeguarding Concerns Policy. Staff are expected to share low-level concerns so that patterns of behaviour can be identified and appropriate action taken.

Staff will receive ongoing training and reminders to support a culture of reporting low-level concerns, in line with the school's Low-level Safeguarding Concerns Policy. They will be reassured that reporting such concerns is a protective, not punitive, action.

23. Communication and confidentiality

When recording, holding, using or sharing safeguarding information, the DSL and deputy DSLs will:

- understand the importance of appropriate information sharing within the school, between schools and education providers, and with safeguarding partners, agencies and other professionals;
- apply the data protection laws, while recognising that they do not prevent information being shared where this is necessary to safeguard a child;
- ensure information is shared on a relevant, necessary, proportionate and secure basis;
- maintain detailed, accurate and secure records of concerns, discussions, decisions and the rationale for decisions;
- record whether referrals were made, including where a decision was taken **not** to make a referral; and
- record significant decisions to share or withhold safeguarding information and the reasons for those decisions.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school will have regard to statutory restrictions relating to the publication of information that could identify the children involved.

Regardless of whether a case has entered the criminal justice system, the school will take reasonable steps to protect the privacy and anonymity of all children involved. Information will only be shared with those who need it in order to safeguard children, manage the incident or provide appropriate support.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regard to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

24. Safer recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with children's barred list information will be obtained for individuals engaged in regulated activity where this is required by law.

The school will determine whether a role constitutes regulated activity in accordance with the current statutory definition and DfE guidance.

From 1 September 2026, the supervision exemption previously applying to certain volunteers no longer applies. Teaching, training, instructing, caring for, or supervising children will constitute regulated activity where the frequency or period condition is met, regardless of whether the individual is supervised.

This means that a volunteer undertaking such activity:

- on more than three days in any 30-day period; or
- overnight between 2am and 6am

will be engaged in regulated activity and the school will ensure that the individual is not barred from working with children.

Volunteers engaged in regulated activity will be subject to an enhanced DBS check with children's barred list information.

Occasional volunteers whose activities do not meet the regulated activity threshold will be considered individually. The school will undertake an appropriate risk assessment and obtain such checks as are permitted and considered necessary.

The governing board will ensure that all appropriate pre-employment checks are completed for prospective employees, including internal candidates and candidates who have lived or worked outside the UK. Appropriate checks will also be undertaken for governors, volunteers, contractors, agency staff and other adults working in or on behalf of the school.

The school will not permit a person who is barred from working with children to engage in regulated activity.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them;
- Have committed certain offences.

The school will ensure that individuals working in relevant childcare provision are informed of the circumstances in which they may be disqualified under the childcare disqualification arrangements and of their responsibility to disclose relevant information to the school.

Ongoing suitability

Safeguarding does not end at the point of appointment. The school will maintain a culture of vigilance and will consider the ongoing suitability of staff, volunteers and other adults working with children throughout their relationship with the school.

Where information comes to light that may call an individual's suitability into question, the school will take appropriate action in accordance with this policy, the Staff Code of Conduct, the Low-level Safeguarding Concerns Policy and the Allegations of Abuse Against Staff Policy.

Referral to the DBS

The school has a legal duty to make a referral to the Disclosure and Barring Service where the referral criteria are met.

This includes circumstances where the school has removed an individual, including a member of staff or volunteer, from regulated activity because the individual has harmed or poses a risk of harm to a child, or would have removed them had the individual not resigned, ceased volunteering or otherwise left the school.

The duty may also apply where an individual has been suspended or redeployed away from regulated activity.

The school will provide the DBS with as much relevant information as possible to enable it to consider whether the individual should be included on a barred list.

A DBS referral will be considered separately from any referral to the LADO, local authority children's social care, police or Teaching Regulation Agency.

25. Single central record (SCR)

The school will maintain a single central record of the pre-appointment and other relevant checks carried out on staff and other individuals as required by Keeping Children Safe in Education.

The SCR will include all staff, including teacher trainees on salaried routes, and relevant agency and third-party supply staff.

The SCR will record whether the required checks have been carried out or certificates obtained and the date on which each check was completed or certificate obtained. As applicable, this will include:

- an identity check;
- a standalone children's barred list check;
- an enhanced DBS check, including children's barred list information where required;
- a prohibition from teaching check;
- checks on professional qualifications where required;
- a check of the person's right to work in the UK;
- appropriate additional checks where the person has lived or worked outside the UK; and
- any other check which the school is legally required to undertake.

For agency and third-party supply staff, the SCR will record whether the school has received written confirmation that the employment business has carried out the necessary checks and the date on which that confirmation was received.

The school will record appropriate checks undertaken in relation to volunteers and governors.

From 1 September 2026, where a volunteer undertakes regulated activity under the revised statutory definition, the school will ensure that the appropriate enhanced DBS check with children's barred list information is undertaken.

Where a volunteer does not undertake regulated activity, the school will determine what checks are appropriate through a recorded risk assessment.

The school may also record other information on the SCR where it considers this helpful, including:

- information relating to childcare disqualification requirements;
- checks undertaken on volunteers and governors;
- dates on which safeguarding or safer recruitment training was undertaken; and
- the identity of the person who carried out each check.

The SCR may be maintained electronically or in paper form.

Details relating to an individual will be removed from the SCR when they cease to work at the school.

26. Training

All staff will receive appropriate safeguarding and child protection training, including online safety, as part of their induction. This training will be regularly updated.

All staff will also receive safeguarding and child protection updates as required and at least annually, so that they continue to have the knowledge and skills necessary to safeguard children effectively.

As part of induction, all staff will be provided with, or given access to:

- this Child Protection and Safeguarding Policy;
- the Child-on-Child Abuse Policy and procedures;
- the Behaviour Policy;
- the Staff Code of Conduct, including arrangements for low-level concerns, allegations and whistleblowing;
- the school's safeguarding response to children who are absent from education;
- information about the role and identity of the DSL and deputy DSLs; and
- **Part One of the current version of Keeping Children Safe in Education.**

All staff are required to read and understand Part One of Keeping Children Safe in Education. The optional DfE Part One overview may be used as an additional quick-reference resource but does not replace Part One.

Safeguarding training and updates will include, as relevant:

- recognising the indicators of abuse, neglect and exploitation;
- child-on-child abuse;
- harmful sexual behaviour, sexual violence and sexual harassment;
- misogyny, misandry and discriminatory behaviour;
- making and sharing nudes and semi-nudes, including AI-generated imagery;
- online safety;
- generative artificial intelligence and emerging technology-related safeguarding risks;
- the school's filtering and monitoring arrangements and staff responsibilities;
- Family Help and local referral thresholds;
- child criminal exploitation and child sexual exploitation;
- county lines and serious violence;
- domestic abuse;
- honour or faith-based abuse, including FGM and forced marriage;

- Prevent and the risk of radicalisation into terrorism;
- safeguarding children with SEND and medical conditions;
- the additional vulnerabilities of young carers and other children potentially at greater risk of harm;
- mental health as a safeguarding issue;
- information sharing and record keeping; and
- any emerging safeguarding issues identified locally or nationally.

Staff will be given opportunities to contribute to and inform the development of safeguarding arrangements within the school.

The DSL and deputy DSLs will undertake safeguarding and child protection training at least every two years and will update their knowledge and skills regularly, including through relevant updates, networks and professional development.

DSL and deputy DSL training will include:

- community-based Family Help and Family Help assessment processes;
- local thresholds and referral arrangements;
- statutory intervention under sections 17 and 47 of the Children Act 1989;
- child protection conferences and review conferences;
- effective multi-agency working;
- the importance of providing information and support to local authority children's social care;
- the impact of adversity and trauma on children;
- the specific needs of children in need, children with SEND, children with medical conditions and young carers;
- information sharing and data protection laws;
- Prevent;
- online safety, filtering and monitoring;
- supporting staff involved in safeguarding cases;
- understanding the views and wishes of children;
- maintaining and transferring child protection records; and
- developments in legislation, statutory guidance and local safeguarding arrangements.

The school will keep appropriate records of safeguarding training undertaken by staff and governors.

27. Monitoring and review

This policy will be reviewed by the DSL and headteacher at least annually and will be approved by the governing board.

It will also be reviewed whenever there is:

- a substantive change to legislation or statutory guidance;
- a significant change to local safeguarding arrangements;
- a safeguarding incident or review which identifies learning relevant to school practice; or
- another significant development which requires the school's safeguarding arrangements to change.

Safeguarding procedures will be reviewed regularly throughout the year and will not wait for the annual policy review where a change is required.

Any substantive changes will be communicated to relevant staff and incorporated into safeguarding training or updates as appropriate.

All staff are responsible for familiarising themselves with the procedures contained within this policy.

The next scheduled review date for this policy is **31st August 2027**.

Appendices - Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

- Domestic abuse and Operation Encompass
- Homelessness and temporary accommodation
- Children absent from education
- Child abduction and community safety incidents
- Child criminal exploitation (CCE), including county lines
- Cybercrime
- Child sexual exploitation (CSE)
- Modern slavery
- FGM
- Virginity testing and hymenoplasty
- Forced marriage
- Radicalisation
- Pupils with family members in prison
- Pupils required to give evidence in court
- Mental health
- Serious violence
- Adult involvement in the making or sharing of nudes and semi-nudes

Domestic abuse and Operation Encompass

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

Abuse can include physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological or emotional abuse.

Children can be victims of domestic abuse in their own right where they see, hear or experience the effects of abuse. Exposure to domestic abuse can have a serious and long-term impact on a child's health, wellbeing, development, educational outcomes and ability to form healthy relationships.

Domestic abuse can occur between adults who are personally connected and can also include abuse within young people's own intimate relationships.

The school will also recognise that children can cause harm to parents and caregivers. Where child-to-parent or caregiver abuse occurs, the school will consider the safeguarding needs of both the child and the family.

Staff will report any concern relating to domestic abuse to the DSL or a deputy DSL in accordance with this policy.

Operation Encompass

Operation Encompass enables the police to notify schools following domestic abuse incidents involving children enrolled at the school.

Micklands Primary School will ensure that appropriate arrangements are in place to receive and respond to Operation Encompass notifications securely and confidentially.

The DSL, or another appropriately trained safeguarding lead acting on their behalf, will normally act as the school's Key Adult for Operation Encompass.

Information received will be recorded securely and used to consider the child's immediate and ongoing safeguarding, pastoral and educational needs.

An Operation Encompass notification does **not** replace normal safeguarding procedures or referrals. Where information received gives rise to concerns about a child's welfare, the DSL will consider whether a referral to local authority children's social care or another safeguarding response is required.

Homelessness and temporary accommodation

Being homeless or at risk of homelessness can create significant safeguarding and welfare concerns for children.

The DSL and deputy DSLs will be familiar with local referral routes to the housing authority and children's social care so that concerns can be addressed as early as possible.

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

- household debt or rent arrears;
- domestic abuse;
- anti-social behaviour;
- overcrowding or unsuitable housing;
- frequent or sudden changes of address; and
- a family reporting that they are required to leave their accommodation.

A referral to the housing authority does not replace a safeguarding referral to local authority children's social care where a child is suffering or at risk of harm.

Temporary accommodation

The school recognises that children living in temporary accommodation may experience additional safeguarding and educational vulnerability.

Where the school receives notification that a pupil has been placed in temporary accommodation, the DSL will consider the information promptly and assess whether the child requires additional safeguarding, pastoral, attendance or educational support.

Information about temporary accommodation will be handled confidentially and shared only where necessary to safeguard and promote the welfare of the child.

A temporary-accommodation notification does not replace normal safeguarding procedures. Where the circumstances indicate that the child may be suffering or at risk of harm, the school will make an appropriate referral to local authority children's social care.

Children absent from education

Children being absent from education, particularly repeatedly or for prolonged periods, can be an important warning sign of safeguarding concerns.

Absence may indicate, amongst other things:

- abuse or neglect;
- child sexual exploitation;

- child criminal exploitation, including county lines;
- involvement in serious violence;
- mental health difficulties;
- risk of radicalisation;
- travelling to conflict zones;
- female genital mutilation or forced marriage; or
- other circumstances in which a child may be at risk.

The school will monitor attendance carefully and will respond promptly where absence is unexplained, repeated, prolonged or forms a concerning pattern.

Staff will not assume that attendance concerns are solely an attendance matter. Where a pattern of absence raises safeguarding concerns, staff will report these to the DSL or a deputy DSL.

The DSL and attendance lead will work together to identify patterns of absence which may indicate safeguarding concerns and will share information with other agencies where appropriate.

The school will maintain its admission and attendance registers in accordance with the **School Attendance (Pupil Registration) (England) Regulations 2024** and current statutory attendance guidance.

The school will make required returns to the local authority concerning admissions, deletions from the admission register and children who fail to attend regularly in accordance with current legislation and local procedures.

Where a child leaves the school without the destination school or educational provision being confirmed, the school will make appropriate enquiries and work with the local authority to establish the child's whereabouts.

The school will not remove a pupil from the admission register unless the relevant statutory grounds and procedures have been satisfied.

Where a pupil transfers to another school, safeguarding and pupil information will be transferred securely and promptly in accordance with this policy and statutory requirements.

The school will aim to hold more than one emergency contact number for each pupil where reasonably possible.

Detailed arrangements relating to attendance, admission-register requirements and children missing education are contained within the school's Attendance Policy and Children Missing from Education procedures.

Child abduction and community safety incidents

For the purposes of this policy, "**child abduction**" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child criminal exploitation (CCE), including county lines

Child criminal exploitation is a form of abuse in which an individual, group or organised network takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

Exploitation may occur:

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

The school recognises that children who are criminally exploited are **victims**, even where the criminal activity appears consensual or where the child identifies themselves as a member of the group or network exploiting them.

Children may be criminalised for behaviour carried out because of coercion or exploitation. Staff will therefore consider the safeguarding context of offending behaviour rather than viewing such behaviour only as misconduct.

Criminal exploitation may constitute modern slavery and the DSL will consider whether referral to the National Referral Mechanism is appropriate.

CCE can include:

- transporting drugs or money through county lines;
- working in cannabis factories;
- shoplifting or pickpocketing;
- vehicle crime;
- financial exploitation or misuse of bank accounts;
- carrying weapons;
- serious violence; and
- recruitment or exploitation of other children.

Indicators may include:

- unexplained money, gifts or possessions;
- relationships with older children or adults;
- association with children known to be involved in exploitation;
- changes in emotional wellbeing or behaviour;
- drug or alcohol misuse;
- unexplained or repeated absence from school;
- going missing from home or care;
- unexplained injuries;
- carrying weapons; or
- deterioration in educational engagement.

County lines

County lines involves gangs or organised criminal networks using children to move, store or sell drugs or money. Exploitation can occur locally as well as across different areas of the UK.

Indicators can include a child:

- repeatedly going missing and being found away from home;
- travelling to locations with which they have no obvious connection;
- receiving unexplained calls or messages;
- possessing multiple phones;
- carrying or moving drugs or cash;
- being found in accommodation linked to drug activity;
- owing money or a “debt bond” to others;
- having their bank account used by another person;
- experiencing violence or threats; or
- being subjected to internal concealment of drugs.

Any concern about CCE or county lines will be reported immediately to the DSL or a deputy DSL. The DSL will consider referrals to local authority children’s social care, the police and the National Referral Mechanism as appropriate.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It includes:

- **cyber-enabled crime** — offences which can occur offline but are enabled at greater scale or speed through technology; and
- **cyber-dependent crime** — offences which can only be committed through computers, computer networks or other forms of information technology.

Cyber-dependent crime can include:

- unauthorised access to computer systems or networks (“hacking”);
- denial-of-service attacks or “booting”;
- creating, supplying or obtaining malware, viruses, ransomware, spyware, botnets or Remote Access Trojans for criminal purposes.

Children with an interest or skill in computing may become involved in cyber-dependent crime without fully understanding the legal, ethical or personal consequences of their behaviour.

Staff will report concerns about a pupil’s involvement in cybercrime to the DSL or a deputy DSL. The DSL will assess the safeguarding context and may consider appropriate specialist support, including the National Crime Agency’s Cyber Choices programme, rather than responding solely through disciplinary measures.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It can involve an individual, group or organised network taking advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

This may occur:

- in exchange for something the child needs or wants;
- for the financial, status or other advantage of the perpetrator or facilitator; and/or
- through violence or threats.

CSE can occur over time or as a single incident and may occur without the child’s immediate knowledge, including where images or videos are shared online.

A child may believe that they are in a genuine romantic relationship or may appear to consent to sexual activity. This does not prevent the child from being sexually exploited.

Most child sexual abuse is perpetrated by someone known to the child. CSE may also involve organised networks and may overlap with trafficking or modern slavery.

Indicators of CSE can include:

- unexplained money, gifts or possessions;
- relationships with older individuals;
- association with other children who are being exploited;
- changes in emotional wellbeing;
- drug or alcohol misuse;
- repeated absence from education or going missing;
- sexually transmitted infections;
- pregnancy;
- sexualised behaviour inappropriate to the child's age or developmental stage; and
- unexplained changes in behaviour or educational engagement.

Staff who suspect CSE will report their concerns immediately to the DSL or a deputy DSL. The DSL will follow local safeguarding procedures and make referrals to local authority children's social care, police and other agencies as appropriate.

Modern slavery

Modern slavery encompasses exploitation including human trafficking, slavery, servitude and forced or compulsory labour. It may include child criminal exploitation, child sexual exploitation and financial exploitation.

Children who are victims of modern slavery may not recognise themselves as victims and may appear to cooperate with or remain loyal to those exploiting them.

Staff will be alert to indicators of trafficking and exploitation and will report concerns immediately to the DSL or a deputy DSL.

The DSL will consider referral to local authority children's social care, the police and the National Referral Mechanism as appropriate.

FGM

For the purposes of this policy, "**FGM**" is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with LOCAL AUTHORITY CHILDREN'S SOCIAL CARE and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve LOCAL AUTHORITY CHILDREN'S

SOCIAL CARE as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

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

Indicators that FGM may take place soon include:

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

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

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

FGM is included in the definition of so-called **“honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer, or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person

bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help.
- Family members disclose that the pupil has already undergone the practices.
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously.
- Concern from family members that the pupil is in a relationship, or plans for them to be married.
- A close relative has been threatened with either procedure or has already been subjected to one.
- A pupil has already experienced or is at risk of other forms of HBA.
- A pupil is already known to social services in relation to other safeguarding issues.
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling.
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour.
- A pupil appears fearful of their family or a particular family member.
- Unexplained absence from school, potentially to go abroad.
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment.

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014, a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to LOCAL AUTHORITY CHILDREN'S SOCIAL CARE, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's Relationships and Health Education curriculum will incorporate age-appropriate teaching about forced marriage and how to obtain help.

Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Radicalisation

For the purposes of this policy, "radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

"Extremism" means the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to negate or destroy the fundamental rights and freedoms of others; undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve those results.

"Terrorism" has the meaning given in the Terrorism Act 2000.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will ensure that all staff receive appropriate Prevent awareness training and updates so that they understand the risk indicators, the school's Prevent duty and the process for raising concerns.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "**the Prevent duty**". The Prevent duty will form part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

Pupils with family members in prison

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

The school will consider appropriate information, pastoral support and signposting to relevant local or national services according to the child's individual circumstances.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

The school will provide or signpost age-appropriate information and support to help the pupil understand the court process and will liaise with relevant agencies where appropriate.

Mental health

The school recognises that supporting pupils' mental health and wellbeing is an important part of safeguarding.

All staff will understand that mental health difficulties can, in some cases, **develop into safeguarding concerns**. These may include self-harm, eating disorders, suicidal thoughts or risk of suicide.

Mental health difficulties may also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to diagnose mental health conditions unless appropriately qualified to do so. They are, however, well placed to observe children on a day-to-day basis and identify changes which may indicate that a child is experiencing difficulties.

Education staff have four important roles in relation to pupils' mental health:

- promoting positive mental wellbeing and helping to prevent the development of mental health difficulties;
- observing pupils and identifying difficulties at an early stage;
- ensuring that appropriate early and targeted support is provided; and
- liaising with and referring to specialist services where appropriate.

Staff will be alert to changes including withdrawal, anxiety, low mood, self-harm, changes in eating behaviour, significant changes in attendance or educational engagement, expressions of hopelessness, suicidal thoughts or other significant changes in wellbeing.

Where a member of staff has a mental health concern which is also a safeguarding concern, they will follow this policy and report the concern to the DSL or a deputy DSL.

Where there is an immediate risk to life or serious harm, emergency medical assistance will be sought without delay.

The DSL will liaise with the school's senior mental health lead, SENDCO and other relevant professionals as appropriate, while ensuring that safeguarding responsibility remains clear.

The school will provide support through its whole-school approach to mental health and wellbeing and will seek appropriate external or specialist support where a child requires it.

Serious violence

All staff will be aware of indicators which may suggest that a child is at risk of becoming involved in, or is already involved in, serious violence.

Indicators can include:

- increased absence from school;
- changes in friendships or relationships with older individuals or groups;
- a significant decline in educational performance;
- self-harm or significant changes in wellbeing;
- signs of assault or unexplained injuries; and
- unexplained gifts, money or possessions which may indicate contact with criminal networks or gangs.

Factors that may increase a child's vulnerability to involvement in serious violence include:

- being male;
- having experienced suspension, alternative provision or permanent exclusion;
- previous child maltreatment;
- previous offending such as theft or robbery;
- drug or alcohol use in early adolescence; and
- previously experiencing or perpetrating violence.

The school will recognise that serious violence can be particularly likely to occur during the period immediately before and after the school day, including while children travel to or from school.

The school will seek to understand where and when pupils may feel unsafe, including through listening to pupils and staff and working with relevant partner agencies.

Where concerns arise, staff will report them immediately to the DSL or a deputy DSL. The DSL will consider the potential for child criminal exploitation and other associated safeguarding risks and will make referrals as appropriate.

The school will cooperate with relevant partners in carrying out their responsibilities under the Serious Violence Duty where required. This does not replace the school's existing safeguarding duties.

Adult involvement in the making or sharing of nudes and semi-nudes

The school recognises that incidents involving the making or sharing of nudes and semi-nudes may involve adults, including adults who pose online as children.

Adult involvement substantially increases the safeguarding risk and will be treated as a serious child protection concern.

Sexually motivated incidents

An adult may seek to groom or coerce a child into making or sharing sexual imagery.

Indicators can include:

- contact from an unknown account which appears to belong to another child;
- the conversation becoming sexual very quickly;
- the adult sending unsolicited sexual imagery;
- attempts to move the conversation from a public platform to a private or encrypted service;
- pressure or coercion to engage in sexual activity or create sexual imagery;
- offers of money, gifts or other rewards; and
- threats or blackmail intended to obtain further images or sexual activity.

Financially motivated sexual extortion

Financially motivated sexual extortion, sometimes referred to as "sextortion", occurs where an offender threatens to share nude or semi-nude imagery unless the child meets a demand, commonly involving money.

Offenders may:

- groom or coerce a child into sending nudes or semi-nudes;
- obtain existing imagery through hacking or other means;
- create digitally manipulated or AI-generated sexual imagery depicting the child;
- threaten to send imagery to the child's family, friends or contacts;
- claim that they have hacked the child's device or social-media accounts; or
- demand money, bank details, further imagery or other action.

Staff will understand that **AI-generated or digitally manipulated imagery can be used to threaten or blackmail a child even where no genuine nude image of that child has ever existed.**

Any indication that an adult is involved in the making, acquisition or sharing of sexual imagery involving a child will be reported immediately to the DSL or a deputy DSL.

Staff must not investigate the matter themselves, contact the suspected offender or view, copy, save or forward sexual imagery.

The DSL will consider immediate referral to the police, local authority children's social care and other specialist agencies as appropriate.

The school will support the child and their family and, where appropriate, help them to access recognised reporting and image-removal mechanisms.

Further procedures are contained within the school's policy for responding to the making and sharing of nudes and semi-nudes.