St. Mary of the Angels Catholic Primary School

Safeguarding and Child Protection Policy 2026

Recognising and celebrating the presence of Christ in one another

- St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- The school aims to create a happy, ordered environment where all members feel secure and valued.

Please note: this is a 'live' document; subject to both national and local change/updates/amendments as and when required.

Review

This document will be reviewed in full by the Governing Body on an annual basis unless circumstances require a policy in the interim.

The policy was last reviewed and agreed by the Governing Body on 23rd September 2026.

It is due for review in September 2027.

Part One: Our School This section outlines the understanding of the community that we serve, and our presenting needs for children, young people and their families. It defines how the safeguarding and child protection policy aligns to other policy and procedures within our school and introduces key government guidance and statuary requirements. All parts of this policy are underpinned by local and national guidance, law and procedure and this is defined within part one.	Pages 3-6
Part Two: Roles and Responsibilities This section provides details of all key safeguarding staff and an overview of some of the roles and responsibilities of those staff. Our curriculum ensures that the children and young people in our school are taught about safeguarding and how we promote an open culture and ethos where children and staff can share concerns safely and their voices are heard. This section also outlines our training programme.	Pages 7-12
Part Three: Taking Action It provides an overview of how we respond to safeguarding concerns in our school and have an embedded culture. It looks at the role of the Local Authority, Data protection and information sharing. It explains the expectations for all staff if they have a concern about a child or young person and our commitment from prevention to response. It looks at how we respond to specific concerns within our school.	Pages 13-18
Part Four: Defining abuse/identifying risk This part explains what constitutes abuse/harm under the four categories of abuse; physical, emotional, sexual and neglect. (neglect has been written for this framework by Walsall's neglect practice development lead) Additionally, it defines further specific risks and should be read alongside Keeping Children Safe in Education 2026. Preventing radicalisation and channel have been written by Walsall's prevent coordinator.	Pages 19-29
Part Five: Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment (Child-on-Child) This has been written for the framework by Walsall's Sexual Harmful Behaviour team. It explains our commitment from prevention to responses and procedures for managing child on child sexual abuse. The roles of police and Children's Services are explained, and how we will support both victims and alleged/convicted perpetrators of abuse.	Pages 30-33

Part Six: Safer recruitment practice and managing allegations against staff This part explains our safer recruitment procedures to support our safe culture in school. It provides examples of how our school deters and prevents people unsuitable to work with children from being recruited to work in our school. Allegations about concerns regarding members of staff including supply staff, volunteers and contractors are explained; also, what our school will do in response to whether the harm threshold is met; or not. Whistleblowing is explained alongside links to the NSPCC Whistleblowing helpline.	Pages 34-44
Part Seven: Appendix	Pages 45-50

Part One: Our School

At our school, St Mary of the Angels Catholic Primary School, we are fully committed to safeguarding and promoting the welfare of all children. Safeguarding is central to every aspect of our practice and underpins all decision-making, planning and pupil engagement. We recognise that safeguarding is everyone's responsibility and that all our staff have a clear duty to always act in the best interests of children.

Introduction:

Our priority presenting needs here in Aldridge vary within differing cohorts, but largely reflect national pictures. As a Catholic School, our catchment is often wider reaching across Walsall; we work closely in partnership with the local Early Help offer and with the partnership office and training forums/opportunities, to keep abreast of the presenting issues across the Walsall borough for that reason- with good evidence to support success, for children in our care, who have specific protection issues not common in our main catchment. Finally, we encourage parents to know what we teach with the intention of that being shared in the home environment and, overtime, becoming a community embedded expectation, here within the school and the parish of St Mary of the Angels and the Aldridge surrounding communities.

Designated Safeguarding Lead (DSL)	**Natalie Hill**
Head teacher	**Natalie Hill**
Chair of Governors	
Safeguarding Governor	
Deputy DSL	**Emma Hayes, Elizabeth Smith, Frances Murray**
Special Educational Needs Coordinator	**Emma Hayes**
Single Point of Contact (SPOC) (Preventing Radicalisation)	**Natalie Hill**
Children who are looked after Designated Teacher	**Emma Hayes**
Designated Lead for online Safety (responsible to DSL)	**Emma Hayes and Thomas Reynolds**
Senior Lead for Mental Health	**Emma Hayes (pupils), Elizabeth Smith (staff)**

Our school is committed to identifying, understanding and responding to risks both within the school environment and the wider community to ensure the safety and wellbeing of all pupils. We recognise the signs and indicators of abuse and neglect and understand that harm can occur in a range of contexts, including at home, within the community, in school, and online.

We operate in accordance with the child protection procedures set out by the Walsall Safeguarding Partnership Walsall Safeguarding Partnership and work proactively and collaboratively with partner agencies to secure the best possible outcomes for children and young people.

We are clear that safeguarding is everyone's responsibility, and this policy applies equally to:

- ✓ Our governing body
- ✓ Our senior leadership team
- ✓ All staff and volunteers.

Our approach is underpinned by the principle that 'it could happen here,' and we consistently act in the best interests of the child.

We adopt a comprehensive whole-school approach to safeguarding, ensuring that it is embedded within all policies, systems and daily practice. All adults demonstrate a clear commitment to safeguarding by understanding and adhering to our safeguarding policies and procedures and undergo appropriate safer recruitment checks. Staff recognise and

respond to signs of abuse, and contribute to safeguarding processes and reviews. This policy will be read and referenced alongside other school safeguarding policies and guidance.

- Staff induction procedures
- Training and awareness raising courses matrix
- Monitoring and supervision procedures
- Recording and information sharing guidance
- Safer Recruitment policy
- Online safety policy (including remote learning)
- Anti-bullying policy
- Attendance and children absent from education
- Staff code of conduct
- Photography policy
- Intimate care policy
- Safe handling/reasonable force policy
- Behavior policy
- Whistleblowing policy
- Radicalisation and Extremism guidance for schools Sept 2015
- SEND policy
- Equality policy
- Filtering and Monitoring processes
- Home visiting policy
- Use of mobile phone policy
- AI policy

We are committed to promoting equality, actively challenging discrimination and bias, and foster an inclusive culture where all children and adults feel safe, valued and respected. We actively promote fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance, ensuring that any political issues are presented in a balanced and impartial manner.

The wishes, feelings and voices of children are central to our safeguarding practice.

We strive to create a culture in which pupils feel confident to report concerns and trust that they will be listened to and taken seriously. We recognise that children may experience barriers to disclosure, including feelings of embarrassment, fear, humiliation, or threats, and that additional vulnerabilities such as (inclusive, but not exclusively to): SEN (special educational needs) communication needs, and/or language barriers may further impact their ability to speak openly. These factors do not prevent our staff from maintaining professional curiosity. Staff are expected to remain vigilant, build trusted relationships, and share any concerns without delay with the Designated Safeguarding Lead (DSL) *Natalie Hill.*

All staff understand that children may not always recognise or disclose abuse and, therefore, place importance on observation, relationship-building, and sensitive, child-centered communication to support early identification of risk.

This policy is made available to parents and carers and is published on our school website. Pupils are supported to understand safeguarding through age appropriate and an accessible format which is displayed on classroom wellbeing display boards. All staff, volunteers and visitors are informed of safeguarding expectations and procedures through a robust induction process and regular training, including KCSIE and policy updates in September for all staff.

Our practice is aligned with *Keeping Children Safe in Education 2026,* which is understood and embedded across all levels of the school including leadership, governance and staffing.

- **Statutory framework and legislative duties:**

Our school operates firmly within the statutory frameworks of *Keeping Children Safe in Education (2026) Keeping children safe in education 2026 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf*, *Working Together to Safeguard Children (2026) Working together to safeguarding children 2026* , the *Education Act 2002 Education Act* , and wider legislative developments, including the emerging expectations of the Schools Bill Children's wellbeing and schools act 2026 , and the national focus on improving child wellbeing.

These frameworks reinforce the role of school as proactive safeguarding partners, with an emphasis on early identification and intervention to prevent harm.

Our school also acts in accordance with the following key legislation and guidance to safeguard and promote the welfare of children:

- The Children Act 1989 https://www.legislation.gov.uk/ukpga/1989/41/contents
- The Children Act 2004 https://www.legislation.gov.uk/ukpga/2004/31/contents
- Education Act 2002 (section 175/157) Annual audits are completed via the LA
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011) Allegations of abuse against teachers and non-teaching staff
- Children and Social Work Act 2017 Children and Social work act 2017

Under the Children Act 2004, all those working in education share a statutory responsibility to safeguard and promote the welfare of children. Schools and further education settings must create and maintain a safe environment and take appropriate action where there are concerns about a child's welfare.

Staff play a vital role in safeguarding by identifying children who may be vulnerable or at risk of harm at an early stage, and by supporting pupils to understand and manage risks and developing their resilience through the curriculum.

As an active partner within Walsall, we fully adhere to local procedures and expectations as outlined by the Walsall Safeguarding Partnership Walsall Safeguarding Partnership. This includes meaningful engagement in multi-agency safeguarding arrangements, participation in strategy discussions, and effective use of local thresholds, referral pathways and escalation processes. Our practice reflects Walsall's *Families First* approach Family first Walsall, ensuring that children receive the right help at the right time through a graduated response, including early help, targeted support, or statutory intervention in line with the Continuum of Need Continuum of need Walsall.

We understand that children achieve their best outcomes when they feel safe, secure and supported. Safeguarding within our school therefore extends and includes the promotion of mental health, emotional wellbeing, attendance, behavior, online safety, and the development of positive relationships. Our curriculum, including statutory Relationships, Sex and Health Education (RSHE) Relationships, sex and health education is carefully planned to equip pupils with the knowledge, skills and resilience needed to recognise risk, seek support, and develop healthy, respectful relationships throughout their lives.

Part Two: Roles and Responsibilities

Within our school, clear safeguarding roles and responsibilities are established.

- **DSL**

Our governing body have appointed *Natalie Hill* as the Designated Safeguarding Lead (DSL) who has overall responsibility for safeguarding and child protection.

'*Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead'.* Paragraph 124

'*appropriate status, authority, skills and experience within the school or college to carry out the duties of the post'*. Paragraph 125

(*KCSiE 2026*) Keeping children safe in education 2026

The DSL is supported by trained deputies who ensure safeguarding oversight is consistently available.

The DSL leads on referrals, multi-agency liaison, staff training, maintaining oversight of all safeguarding concerns and is a member of the senior leadership team.

- **Safeguarding supervision and support**

Our school recognises that effective safeguarding practice requires opportunities for professional reflection, support and challenge. The DSL and deputies will have access to appropriate safeguarding supervision, peer support and/or reflective practice opportunities to support decision making, manage complex cases, promote professional curiosity and maintain their wellbeing.

Supervision arrangement will provide an opportunity to review safeguarding practice, identify learning, discuss cases and ensure that children receive the right support at the right time.

- **Our DSL:**

Has responsibilities that include, but are not limited to:

- Refer cases of suspected abuse to the local authority Children's Services as required
- Support staff who make referrals to local authority Children's Services
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians SENCO and Mental Health Lead) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for all staff
- Be aware of pupils who have a social worker or external support
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues (when appropriate) with teachers and leadership staff.
- Liaise with the SLT to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.
- Identify and assign roles and responsibilities to manage filtering and monitoring.
- Oversee online filtering and monitoring systems and act on issues identified or raised and receive recommendations on how to meet them. https://www.gov.uk/guidance/plan-technology-for-your-school
- Monitor all aspects of filtering and monitoring systems. Ensuring they use an educational provider, it meets the risk profile of the school and they are aware that this is working effectively.
- Meet the DofE filtering and monitoring technical standards
- Consider meeting the Cyber security standards for schools and colleges.GOV.UK. including undertaking Cyber security training for all staff, including governors, trustees to improve cyber resilience
- Cyber security training for school staff - NCSC.GOV.UK.
- Ensure learning and practice is informed by accessing: Generative artificial intelligence (AI) in education - GOV.UK
- Be aware of expectations to support gender questioning children, including an understanding of the RSHE statutory requirements. Relationships_education_relationships_and_sex_education RSE and health education for_intro_1_September_2026_.pdf
- Be aware of the broader expectations within RSHE, particularly relating to AI, misogynistic influencers and online content.

When pupils are present onsite there should always be a member of the safeguarding team onsite also. To ensure continuity of safeguarding responsibilities, schools should implement

robust cover arrangements for periods when the Designated safeguarding lead is unavailable due to illness, leave, or other circumstances. All staff are aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm).

At SMA, we have set up the confidential shared mailbox with the Local Authority to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

All staff within our school, including volunteers and temporary staff, are expected to read and understand Part One of KCSiE 26 and know how to identify signs of abuse, respond appropriately, and record concerns accurately. Staff understand that they must never assume someone else will act and must always follow our safeguarding procedures.

- **Governing body:**

Our Governing Body are the accountable body for ensuring the safety of the school.

The governing body will appoint:

- A chair of Governors will liaise with the local authority and partner agencies in the event of allegations against the Head Teacher.
- A nominated governor for safeguarding, who holds a strategic role and liaises with the Designated Safeguarding Lead regularly providing support, oversight and challenge in the form of a link governor.
- A Designated teacher for looked after and previously looked after children.

Governors and senior leaders maintain strategic oversight of safeguarding. They ensure that policies are compliant with statutory guidance, that safer recruitment processes are robust, the safeguarding culture is strong, transparent and continually reviewed. Governors will have oversight that training is effective and appropriate procedures in place to handle allegations against teachers, headteachers, volunteers and other staff.

The Chair of the governing body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher. See Part Six: Safer recruitment practice and managing allegations against staff.

Our governing body ensure that all governors receive appropriate safeguarding and child protection training at their induction. This training equips our governors with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our schools are effective and support the delivery of a robust whole school approach to safeguarding.

The governing body ensures effective safeguarding arrangements by maintaining and regularly reviewing appropriate filtering and monitoring systems. They ensure clear

safeguarding responses for children who are persistently or repeatedly absent from education are in place, recognising this as a potential indicator of abuse, neglect, or exploitation.

They ensure the school contributes to multi-agency working in line with *Working Together to Safeguard Children 2026*, working with Children's Services, police, health, and other partners. This includes early support through Family first and involvement in child protection plans.

Safeguarding arrangements reflect local authority procedures and statutory duties under Sections 175/157 of the Education Act 2002, requiring schools to safeguard and promote children's welfare, with local authority oversight.

The governing body values staff expertise in safeguarding and ensures staff can contribute to safeguarding practices and policy development. Children are taught about safeguarding through a broad curriculum, including online and through teaching and learning opportunities.

The governing body also meets its obligations under the Human Rights Act 1998 and Equality Act 2010, including the Public Sector Equality Duty.

The Governing body has responsibilities that include, but are not limited to:

- Appropriate policies and procedures are in place to enable timely and effective action to safeguard and promote the welfare of children.
- Suitable filtering and monitoring systems are in place, are regularly reviewed, and effectively protect children from harmful online content.
- Safeguarding responses are in place for children who are absent from education, including persistent or prolonged absence, to reduce the risk of abuse, neglect, sexual exploitation, or children going missing.
- The school or college contributes to effective multi-agency working, including early help through Family Help, and cooperates with Children's Social Care, the police, health services, and other relevant partners.
- Safeguarding arrangements reflect local authority procedures and statutory duties under Section 175 / Section 157 of the Education Act 2002.
- Children receive appropriate teaching about safeguarding, including online safety and child-on-child sexual abuse (sexual violence and sexual harassment), as part of a broad and balanced curriculum.
- Clear procedures are in place to manage allegations against staff, volunteers, headteachers
- All staff receive safeguarding, child protection, and online safety training at induction, with regular updates in line with guidance from the Walsall Safeguarding Partnership.
- Safeguarding training forms part of a whole-school or college approach and is integrated into wider staff training and curriculum planning.
- Governors have sufficient knowledge to provide strategic challenge and assurance that safeguarding systems are effective.

- Safeguarding policies and procedures are reviewed at least annually and updated more frequently where required in response to emerging risks or learning from local or national safeguarding reviews.
- Statutory duties under the Human Rights Act 1998 and the Equality Act 2010, including the Public Sector Equality Duty, are met.

➢ **Designated teacher for looked after children:**

Our governing body has appointed *Emma Hayes* to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training.

The most common reason for children becoming looked after is because of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Our Designated Teacher is aware that the Virtual school manages pupil premium plus for looked after children. Our Designated Teacher works with the virtual school to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan. Our Designated Teacher will also work with the virtual school to promote the educational achievement of previously looked after children and those in kinship care.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders (kinship) or who were adopted from state care outside England and Wales.

➢ **Curriculum:**

- Our governing body considers how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social, Health and Economic education, Relationships and sex education, Social and Emotional Aspects of Learning, Spiritual, Moral, Social, Vocational and Cultural development, British Values, online safety, assemblies and approved visitors, etc.

We draw on key safeguarding resources such as DfE online safety guidance, UKCIS frameworks, CEOP's Thinkuknow programme, CEOP Education and advice on issues like sharing images and harmful online challenges Sharing nudes and semi-nudes: advice for education settings working with children and young people

These resources help pupils recognise risks and know how to seek support. We provide opportunities across the curriculum to build knowledge, skills and attitudes that promote safety and wellbeing, addressing topics such as self-esteem, relationships, exploitation, online safety, bullying and sexting through lessons and wider activities.

Our policies reflect a whole-school approach to safeguarding, covering areas such as behavior, equality, SEND, and online safety. Underpinning this is a strong ethos of respect and inclusion, where pupils feel safe, valued, listened to, and empowered.

- **Training:**

All staff and volunteers will receive Safeguarding Children and Young People training, delivered annually at Level 2.

Induction training is mandatory for all staff and volunteers and includes:

- Child protection policy (including procedures for child-on-child abuse)
- Behaviour policy for pupils
- Staff code of conduct
- Safeguarding response to children absent from education
- Online safety policy
- Role of the Designated Safeguarding Lead (DSL) and deputies
- Keeping Children Safe in Education 2026 Part 1 for staff working directly with children with signed confirmation of understanding.
- Designated Safeguarding Leads and deputies complete formal training every two years, with knowledge refreshed at least annually.

Staff also receive regular safeguarding and child protection updates from the DSL to ensure they have relevant skills and knowledge. *These include updates, reminders, refreshers, discussions, resources and testing of knowledge, supported by the LA, Andrew Hall (an education safeguarding specialist) and the School Bus, a national online resource.*

Safer Recruitment training is provided for staff and governors involved in recruitment, see part six.

Vast training opportunities are available through the Birmingham Catholic Primary Partnership and Walsall Safeguarding Partnership Walsall safeguarding partnership training and Walsall Council, including safeguarding, child protection, and safer recruitment. These support both child protection and staff awareness in managing allegations effectively.

Part Three: Taking Action

Where there is a safeguarding concern, our school will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. *For example, through questionnaires, Three House documents.*

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

'Children' includes everyone under the age of 18.

When concerns arise, our school takes prompt, proportionate and appropriate action. All safeguarding concerns, regardless of perceived severity, are taken seriously and recorded in line with our internal procedures via CPOMS. Where possible this will be recorded within the hour. Staff are trained to recognise that safeguarding concerns may present as low level concerns which, when viewed collectively, require intervention.

Professionally curious

We know that being professionally curious is not simply about asking the question. It is about the language used, creating a trusting relationship, a safe space in which to disclose and giving time to children and young people so they do not feel pressured.

Upon receiving a concern, the DSL will consider the level of need using Walsall's continuum of need Continuum of need Walsall. Where a child is deemed to be in need of additional support, early help processes will be initiated in line with the Families First approach Family first Walsall. This ensures that support is multi-agency, coordinated and focused on improving outcomes for the child and family without delay.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, our school will make a referral to children's social care without delay. All staff are aware of the process for making referrals to Children's Services and for assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm).

Children's social care will then determine whether the concerns meet the threshold for enquiries under Section 47 of the Children Act 1989.

Where a child may benefit from additional support to safeguard and promote their welfare, a referral may be made to children's social care or appropriate early help services. In such cases, children's social care will consider whether the child meets the threshold as a child in need under Section 17 of the Children Act 1989.

Procedure for when someone is concerned about a child or young person.

- All concerns of significant harm will be referred to the Local Authority Children's Services via the correct referral form without delay
- All concerns shared with the designated safeguarding lead will be considered alongside Walsall's Safeguarding Partnership Multi Agency Guidance on the continuum of Need. Walsall Safeguarding Partnership Continuum of Need.
- All concerns of allegations in relation to staff and volunteers harmful behavior will be referred to the headteacher (if the concern is in relation to the headteacher the chair of governors should be informed without delay).

Records should include:

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

Our staff understand the differing levels of need and the importance of timely referrals and share concerns promptly and proportionately to ensure that children receive the right support and protection at the earliest opportunity.

We understand that Walsall's Family first strategy families-first can meet the needs of our families in a supportive and inclusive way and referrals into Family first are considered alongside the above.

We recognise that safeguarding is not solely reactive but must be preventative. This includes identifying vulnerability factors such as poverty, domestic abuse, parental mental health, substance misuse, exploitation risk, or unmet educational needs. Through strong relationships with families and close partnership working across services, we aim to intervene early and effectively.

We work collaboratively with social workers, health professionals, police, family help and other relevant partners to ensure that children receive coordinated support.

Where a child discloses abuse this needs to be taken very seriously, staff respond calmly, listen carefully, and avoid leading questions. They reassure the child but do not promise confidentiality, as information may need to be shared to keep them safe. All disclosures are recorded accurately and reported immediately to the DSL.

Some child abuse is disclosed though observation by an adult of a child's behaviour, words, communication aids, play and/or physical appearance.

Any reports of abuse involving children with SEND require close liaison with the designated safeguarding lead or a deputy and the special educational needs coordinator (SENCO) https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send

- **Parental response:**

Our staff will always discuss concerns with parents/carers unless to do so would:

- place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise enquiries that need to be undertaken by Children's Services or the police

Our school will endeavour to ensure that parents understand the responsibilities placed on the school and staff for safeguarding children.

Research and experience indicate that the following responses from parents may suggest a cause for concern across all categories of abuse: -

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home; or
- Violence between adults in the household.

Taking action on updates below:

- Gender-Questioning Support: Implementation of a cautious, compassionate, parent-aware approach to pupils questioning their gender identity, prioritising safety and privacy. Other professionals may be involved where appropriate, for example, clinical professionals with relevant expertise.

Parental Engagement: Parents should be involved regarding any disclosures or requests related to gender identity where appropriate and safe to do so. Parental involvement may only be withheld in exceptional circumstances where a clear, specific, and objective risk of significant harm to the child is identified.

Single-Sex Spaces: To maintain safety and privacy, biological sex remains the determining factor for accessing single sex spaces. Our school enforces boundaries for toilets, changing facilities, and overnight residential accommodation.

- We safeguard our pupils equally.

Anti-Racist Practice: All staff maintain an anti-racist and anti-discriminatory approach to child protection. Staff are directed to actively recognise, challenge, and document instances of disproportionality or bias for example, treating children from minority backgrounds as more mature or less vulnerable than they may present.

Safeguarding assessments and reporting logs must evaluate the coexistence of overlapping vulnerabilities, such as a child simultaneously experiencing domestic abuse at home, severe mental health deterioration, and targeted online criminal exploitation.

- Our school is committed to maintaining a safe, secure learning environment free from the threat of violence. We enforce robust processes around any weapons and would contact the police should any weapons be brought into school.

Weapon Reporting: Any staff member who discovers, receives a report of, or reasonably suspects that a pupil is carrying a weapon, has used a weapon, or has explicitly expressed an intent to use a weapon must report the incident to the DSL immediately.

Phone-Free Environment: To disrupt peer-on-peer online harassment, cyberbullying, and digital exploitation during the school day, in line with UK government, we enforce a whole-day phone-free environment. *Only year six pupils are permitted to bring in a phone if they are walking home; however, it must be switched off when on the school premises. It is collected at the start of the school day and given out at the end.*

We also recognise the importance of supporting children subject to safeguarding processes. This includes providing pastoral support, maintaining consistent relationships with trusted adults, and ensuring the child's voice is central to all planning.

Decisions about safeguarding planning should actively seek and record the child's wishes and feeling in whatever way is suitable for the child, this maybe through (but not exclusively via) visual aids, play, drawings, directed work, picture cards, emotion cards, and/or verbally.

- **Multi Agency Safeguarding Hub (MASH)**

Tel: 0300 555 2866 Monday to Thursday 8.45am to 5.15pm, Friday 8.45am to 4.45pm
Tel: 0300 555 2922 or 0300 555 2836 Emergency Response Team
If you believe a child or young person is at immediate risk of harm call 999 in an emergency.

Some of our pupils may not reside within Walsall Local Authority and we are aware that we should locate the number for the child's Local Authority's child protection referral team via https://www.gov.uk/report-child-abuse-to-local-council

- **The role of the Local Authority**

The local authority will make a decision about the type of response that is required and should let the referrer know the outcome, the referrer should follow up if this information is not forthcoming. If, after a referral, the child's situation does not appear to be improving, our school will consider following local escalation procedures ensure our concerns have been addressed and most importantly, that the child's situation improves.

- **FaST – Finding a Solution Together**

Staff should feel empowered to raise concerns, see advice and challenge decision where they believe a child's welfare of safety maybe at risk.

Where concerns are not addressed appropriately, staff should follow the schools escalation and whistle blowing procedures and may make a referral to children's services themselves where necessary.

Where school staff feel that concerns have not been actioned appropriately or there is a disagreement amongst partners within Walsall, concerns can be raised via a locality discussion for via Walsall's FaST (Finding a Solution Together) process: Finding a Solution Together

- **Data Protection and Information Sharing**

We understand that concerns about confidentiality must not prevent appropriate safeguarding action.

Information sharing is essential for identifying and addressing abuse, neglect, and promoting children's welfare and education. Schools must keep accurate, secure records of all concerns, decisions, and actions, including reasons for referrals (or not) to agencies such as children's social care or Prevent.

Our policies support lawful information sharing. While the Data Protection Act 2018 and GDPR require personal data to be handled fairly and securely, they do not prevent sharing where a child may be at risk. Protecting children's welfare always takes priority.

When a child leaves, the Designated Safeguarding Lead will securely transfer their child protection file to the new school promptly and obtain confirmation of receipt. This is done separately from the main school file. We follow the KCSIE requirements as follows:

'Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to

allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. If the new setting uses CPOMS, then electronic transfer takes place. For schools, this should be transferred separately from the main pupil file'. KCSiE 2026.

'In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving particularly where the information would support an assessment of risk to others in the school as well as the individual pupil' KCSiE 2026.

We are aware that to consult with our designated safeguarding lead does not mean a referral has been made. This decision is mainly the responsibility of the designated safeguarding lead for child protection who will contact the appropriate agency as and when required. However, all staff are aware that they can and should make referrals/consult with Walsall MASH if required.

Our staff know that all staff/volunteers have the right to contact Walsall Children's Services Under no circumstances will staff leave school without discussing safeguarding concerns with someone.

Part Four: Defining abuse/identifying risk

Safeguarding within our school recognises that abuse can take many forms and may be experienced by any child, regardless of background. The four primary categories of abuse are physical abuse, emotional abuse, sexual abuse, and neglect, each of which can have profound and lasting impacts on a child's development and wellbeing.

Abuse

Abuse is a form of maltreatment of a child. A child may be abused or neglected through the infliction of harm, or through a failure 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 is particularly relevant in cases of domestic abuse, where children may see, hear or otherwise experience its effects.

Abuse may occur within a family, or in institutional or community setting, and can be perpetrated by individuals known to the child or, less commonly, by others. Abuse can take place entirely online, or technology may be used to facilitate abuse that occurs ofline. Children may be abused by one or more adults, or by another child or children.

These lists include, but are not limited to:

- **Physical Abuse includes, but is not limited to**

Physical abuse is a form of harm that may involve actions such as hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical injury to a child. Physical harm may also occur when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional Abuse includes, but is not limited to**

  Emotional abuse is the emotional maltreatment of a child, which results in severe and adverse effects on their emotional development. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only in meeting the needs of another person. This form of abuse can include persistent criticism, belittling, name-calling, or deliberately silencing a child by preventing them from expressing their views or mocking their communication. It may also involve imposing age or developmentally inappropriate expectations, overprotecting the child, or restricting their opportunities to explore, learn and engage in normal social interactions.

Emotional abuse may arise from a child witnessing the ill-treatment of others, including within the home. It can also include serious bullying, including cyberbullying, which causes a child to feel frightened or at risk, as well as the exploitation or corruption.

While emotional abuse can occur in isolation, it is recognised that some level of emotional harm is present in all forms of abuse.

- **Sexual Abuse includes, but is not limited to**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not they are aware of what is happening. These activities may involve physical contact, including penetrative acts such as rape or assault by penetration, as well as non-penetrative contact such as touching, kissing, rubbing, or masturbation.

Sexual abuse may also occur without physical contact, for example by involving children in viewing or creating sexual images, watching sexual acts, or encouraging sexually inappropriate behaviour. Grooming a child in preparation for abuse is also a form of sexual abuse.

This type of abuse can occur online, or technology may be used to facilitate abuse that takes place ofline. Sexual abuse is not limited to adult perpetrators; it can also be carried out by women, as well as by other children. Abuse between children is a recognised safeguarding concern, and all staff are aware of the procedures for responding to such incidents to a DSL.

- **Neglect includes, but is not limited to**

Neglect is the failure to meet a child's basic physical and/or psychological needs, likely resulting in the serious impairment of their health or development. Neglect may begin during pregnancy, for example as a result of maternal substance misuse.
Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter, including exclusion from the home or abandonment. It may also include failing to protect a child from physical or emotional harm, providing inadequate supervision, or failing to ensure access to appropriate medical care or treatment.
Neglect also encompasses a lack of responsiveness to a child's emotional needs, including failing to provide comfort, nurture, and appropriate emotional support.

In Walsall we recognise the six Areas of Neglect as:

1. Physical
2. Emotional
3. Nutritional
4. Medical
5. Educational and Developmental
6. Lack of Supervision and Guidance

We understand the importance identification tools such as the Understanding My World-Early Signs of Neglect Tool and the more in-depth Graded Care Profile 2 (GCP2) and GCP2 Antenatal to identify neglect and *Natalie Hill* from our school has completed this and is licensed to use the GCP2/GCP2A tool.
For further guidance, resources, tools and training in
Neglect - https://walsallsp.co.uk/children/professionals/professionals-working-with-children/neglect/

- **Technology-Facilitated Abuse**

Enhanced protocols targeting generative AI, child-on child 'deepfake' creation, and financially motivated sexual extortion.

The rapid evolution of technology introduces forms of technology-facilitated abuse. Our school maintains a zero-tolerance policy toward the creation, distribution, or consumption of digital content and online sexual exploitation.

AI-Generated Abuse: The creation, manipulation, or sharing of AI-generated intimate images or video; deep fakes, involving any child is treated strictly as abuse and a significant safeguarding concern. Such incidents will be handled under our sexual violence and bullying/harassment protocols, alongside immediate referrals to Police and MASH.

In school Controls: Our filtering and monitoring systems undergo a mandatory, comprehensive technical review at least once per academic year to block emerging generative AI tools, non-consensual image-sharing platforms, and associated digital threats. Any images or web searches that are sent to the school by the filtering system are actioned by DSLs, Natalie Hill and Emma Hayes.

Online abuse involving threats to leak intimate images for financial gain will be treated as a safeguarding case.

Online guidance

4 Cs:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

- **Gender questioning children.**

Children and young people who are lesbian, gay, or bisexual are not inherently at risk, but they may be vulnerable to bullying or targeting. Extra caution is advised for children questioning their gender, as there are still uncertainties around social transition and they may have additional vulnerabilities. Families should be encouraged to seek advice,

especially early support for younger children. Risks increase where children lack trusted adults, so it is important to create a safe, supportive environment where they can share concerns. LGBT inclusion is part of the statutory curriculum, and support is available to address homophobic, biphobic, and transphobic bullying.
Please also refer to part 3 'taking action'.

- **Extended school and off site arrangements**

Where extended school activities are provided by and managed by our school, our own child protection policy and procedures apply.

- When our school facilities/premises are hired or rented to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will seek assurances that appropriate safeguarding policies and procedures are in place to keep children safe, for example (included but not exclusively)
- they have a trained person in safeguarding onsite
- there is an understanding of Walsall procedures,
- health and safety risk assessment completed,
- safer recruitment processes have taken place (including inspecting these as needed)
- ensure that there are arrangements in place to liaise with school on these matters where appropriate.

In the event a Position of Trust (POT) is raised regards staff working at the organisation using the premises the school would follow their policy and procedures for reporting. This applies regardless of whether or not the children who attend any of these services or activities are children on our school roll. This promotes the safeguarding culture.

When services or activities are provided by our governing body, under the direct supervision or management of our school staff, our arrangements for child protection will apply.

Our governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; failure to comply with this would lead to termination of the agreement.

When pupils attend off-site activities, including day and residential visits and work related activities, our school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

- **Attendance**

Attendance, inclusion and safeguarding are intrinsically linked and are in line with national and local expectations. Our school maintains a strong focus on children who are missing education, persistently absent or electively home educated. We work closely with Walsall local authority to ensure that all children remain visible, supported and safeguarded.

- **Alternative Provision**

In the event that our pupils attend alternative education provision, we understand that this cohort of pupils often have complex needs. We ensure that the management committee or governing body of these settings are aware of the additional risk of harm that the pupils may be vulnerable to. We obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that our school would otherwise perform in respect of our own staff.
This includes written confirmation that the alternative provider will inform our school of any arrangements that may put the child at risk (i.e. staff changes), so that our school can assure itself that appropriate safeguarding checks have been carried out on new staff.

As a school we will always know where a child is based during school hours. This includes having records of the address of the AP and any subcontracted provision or satellite sites the child may attend. We remain ultimately responsible for the provision we commission. This means that we will continue to carry out safeguarding checks and conduct our own due diligence to ensure that the provision is appropriate for meeting each child's individual needs.
Regular reviews will take place.
The DfE provide two pieces of statutory guidance to which commissioners/our school of Alternative Provision will have regard:
Alternative provision
Education for children with health needs who cannot attend school
Our school gives full regard to the guidance as above to ensure ongoing safeguarding of our pupils.

- **Children absent from education:**

All children are entitled to a suitable full-time education. Regular school attendance is a key safeguarding factor, as absence can signal risks such as neglect, abuse, or exploitation. Our school will monitor attendance closely, follow up absences promptly, and maintain up-to-date contact details for families.
The school has clear procedures and trained staff to respond to absence, recognise safeguarding risks (including FGM, forced marriage, and exploitation), and notify the local authority when pupils are absent from education. In Walsall, the 'Children Not in School' (CNIS) agenda refers to the local authority's statutory duty and strategic efforts to identify,

track, and support compulsory school-age children who are not receiving a suitable, full-time education. It primarily targets Children Missing Education (CME) and those persistently or severely absent.

- **Elective home education**

While home education can be positive, it may reduce oversight of vulnerable children. Therefore, we will work with families and professionals before a decision is made, especially where children have additional needs or support plans.
A three way meeting between school, LA and home will always be requested from school.

- **Private fostering arrangements**

Our staff are aware that a private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

It is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted, but it is our responsibility to be aware of and refer children who may be privately fostered.

All staff in our school will inform the Designated Safeguarding Lead or their deputies of any children that fall into the category of private fostering.

- **Kinship care arrangements**

Our staff are aware that kinship care refers to arrangements where a child lives with a relative or close family friend (such as a grandparent, aunt, uncle, sibling or family friend) when their parents are unable to care for them. These arrangements may be informal or formal (e.g. through a Special Guardianship Order or Child Arrangements Order), and some children may also be looked after by the local authority and placed with kinship carers (connected foster carers).

We recognise that children in kinship care may have experienced adverse childhood experiences such as trauma, loss, neglect, or family breakdown, which can place them at increased vulnerability. Kinship carers may also face challenges in accessing support, resources, or navigating legal arrangements.

It is our responsibility to be aware of children living in kinship arrangements, to understand who has parental responsibility, and to ensure that appropriate safeguarding support is in place. All staff in our school will inform the Designated Safeguarding Lead or their deputies of any children known or suspected to be living in kinship care arrangements, so that their needs can be appropriately supported and monitored.

- **Reasonable force**

  There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. *Relevant training for staff is undertaken, including, 'Team Teach.'* The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent harm to themselves of others. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully and recognise the additional vulnerability of these children.

Our procedures are clear that any member of staff who uses reasonable force completes a report immediately and share the report with the Designated Safeguarding Lead (or their deputies) to ensure that:-

- The child was not harmed
- That first aid has been considered
- That the parents/carers of the child or young person have been informed
- That reasonable force was the best and most proportionate response to the situation

(See separate SMA policy)

Further information Use of Reasonable force in Schools

- **Serious violence**

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

Staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence

- ✓ such as being male
- ✓ having been frequently absent or permanently excluded from school
- ✓ having experienced child maltreatment
- ✓ having been involved in offending, such as theft or robbery

Further information Preventing youth violence and gang involvement

- ➢ **Young carers**

We understand that a young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents or care for a brother or sister. They do extra jobs in and around the home, such as cooking, cleaning, or helping someone to get dressed and move around.

Our schools understands the importance of recognising our young carers and use the Young Carers screening and assessing tool using our local processes available via Walsall young carers

We know that some of the risks associated with being a young carer are risk of truancy, under-achievement, isolation, mental and physical ill health, poverty and stress.

➢ Preventing radicalisation.

(Information from Walsall's Prevent Coordinator.)

Preventing radicalisation Note: This follows the publication of a new definition of extremism on the 14 March 2024 New definition of extremism (2024)
Our staff are aware that children can be susceptible to extremist ideology and radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our schools safeguarding approach.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
Where our staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they will discuss this with the Designated Safeguarding Lead.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Our Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core Gospel values and virtues alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Recognising Extremism

Early indicators of radicalisation or extremism may include but are not limited to:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Our school governors, the Head Teacher - Single Point of Contact and the Designated Safeguarding Leads will assess the level of risk within our school and put actions in place to reduce that risk. We have risk assessments that include consideration of the school's RE curriculum, SEND policy, assembly plans, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

The broader responsibilities for our school are defined within the Walsall Radicalisation and Extremism guidance September 2015.

- **Channel**

Our school's Designated Safeguarding Lead and any deputies are aware of local procedures for making a Channel referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.
Channel and Prevent Multi-Agency Panel (PMAP) guidance

Our school refers to Educate against Hate, a website launched by the Majesty's Government. It has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. Prevent duty training: Learn how to support people susceptible to radicalisation |

If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the SPOC and to the Designated Safeguarding Lead (if this is not the same person). Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office. Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)

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

Niall Markham is the Walsall Prevent Coordinator.
niall.markham@walsall.gov.uk Tel. 01922 654499

- **Further risks.**

In addition to these categories, our school recognises a wide range of safeguarding risks. These include child sexual exploitation, criminal exploitation, county lines activity, modern slavery and trafficking, female genital mutilation, forced marriage, honour-based abuse, radicalisation, online abuse and child and child abuse *(see part 5 for harmful sexual behaviour, sexual violence and sexual harassment (child on child).* We also recognise the increasing prevalence of harmful sexual behaviours between children and respond in line with statutory and Walsall guidance. See part five.

For a detailed description of these categories please see Keeping Children Safe in Education 2026.

Included in KCSiE '*Child abduction and community safety incidents, Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE), County lines, Children and the court system, Children missing from education, Children with family members in prison, Cybercrime, Domestic abuse, Homelessness, Modern Slavery and the National Referral Mechanism, Preventing radicalisation, The Prevent duty, Channel, Serious Violence, Honour based abuse (including Female Genital Mutilation and Forced Marriage), FGM, FGM mandatory reporting duty for teachers, Forced marriage, Additional advice and support, Child abduction and community safety incidents*'

The impact of contextual safeguarding is well understood within our school. We recognise that risks can occur outside the home, including within peer groups, communities and online environments. Our staff are trained to consider these contexts when assessing risk and planning interventions.

We are also attentive to the safeguarding needs of children with additional vulnerabilities, including those with special educational needs and disabilities, children in care, young carers, and children experiencing mental health challenges. These children may face increased risk and may require targeted support.

Through our curriculum and pastoral systems, we actively educate pupils about safeguarding risks. This includes online safety, consent, healthy relationships, exploitation awareness and emotional wellbeing. Our RSHE curriculum reflects statutory and Diocesan expectations and is responsive to local needs within Walsall.

Part Five: Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment (Child-on-Child)

(updated information from Walsall's Sexual harmful behaviour team)

Introduction

We recognise that children and young people may display sexual behaviour as part of their development. However, it is essential to distinguish between behaviour that is developmentally appropriate and behaviour that is harmful.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All of our staff and volunteers are aware that harmful sexual behaviour, sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment are never acceptable. It must not be dismissed as:

- *"Banter"*
- *"Part of growing up"*
- *"Just having a laugh"*

All such behaviours must be taken seriously and responded to appropriately.
We understand that children can harm other children inside and outside of school, as well as online, and that online abuse can take the form of:

- Abusive, harassing and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography to those who don't want to receive such content

We need to maintain an attitude of 'it could happen here'. That even if there are no reports in school, it doesn't mean it's not happening

We understand:

- The importance of challenging inappropriate and abusive behaviour
- That girls are more likely to be victims and boys are more likely to be perpetrators
- Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be sexually harmed than their peers
- To keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

- Sexual harm may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our school

We are committed to ensuring that:

- All children feel safe, protected and supported
- Children displaying harmful behaviour receive a proportionate, educational and safeguarding-focused response

We are Child Centred

We are aware of the importance of using the correct language when dealing with concerns around HSB. Terminology such as “preparator”, “young sex offender” or “young abuser” for example should not be used as they place labels upon children and young people which given their levels of development are not appropriate.

"Children with sexual behaviour problems are not miniature adults or adolescent sexual offenders… Not only is children's sexuality different than adults and adolescents, their emotional, social, and cognitive awareness and relationship to the world is different. It is dangerous to children that we do not recognize the differences and treat the child, not our projections onto the child". Johnson and Doonan 2006:113

A more appropriate term would be “a child/young person who displays problematic or harmful sexual behaviour” as it is more accurate and reflective of the young persons’ developmental status while still at the same time acknowledging that the behaviours require attention and a response.

Children will not be blamed or shamed and will be reassured that they will receive support.

Consideration will be given to intra-familial harm and support for siblings where relevant.

We will protect the anonymity of children involved, sharing information only with those who need to know. We will consider the impact of social media and, where needed, provide a safe space for victims to withdraw.

What we do

All staff in our school are regularly provided with updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing child-on-child abuse.
- How to identify the indicators of abuse.
- What to do if they have a concern about a child.
- How to respond to a report of abuse.
- How to offer support to the alleged harmer and those who have been harmed (victim(s)).
- Where to go if they need support.

We expect our staff to:

- Recognise HSB and understand the continuum
- Take all concerns seriously
- Challenge inappropriate behaviour immediately
- Never dismiss behaviours as "banter"
- Maintain a child-centred approach
- Avoid victim-blaming
- Be alert to power imbalances and coercion
- Record concerns factually and promptly

Staff will not view, download, share, or delete sexual imagery, or ask a child to do so. Any accidental viewing will be reported immediately to the Designated Safeguarding Lead (DSL). Staff will not investigate, ask for details, or share information with others unless directed by the DSL or statutory partners.

Our Designated Safeguarding Lead must:

- Have a strong understanding of HSB *(KCSIE para. 461)*
- Lead safeguarding responses
- Ensure cases must be considered on a case-by-case basis *(KCSIE para. 467)* and decisions are:
- Proportionate
- Child-centred
- Informed by local processes (e.g. ERASE tool)
- Exercise professional judgement
- Undertake or coordinate risk assessment
- Engage with:
- Children's Social Care
- Police
- Walsall HSB Service

We work with statutory and non-statutory partners to best support the children in our care.

We work with statutory safeguarding partners to agree assessment thresholds and services as part of local arrangements. Walsall Safeguarding Partnership provides a threshold document, including Families First processes, which our DSLs understand and follow.

What We Teach

It is vital that we deliver a curriculum that is balanced in supporting children and young people to understand what child on child sexual abuse is, and this needs to be delivered to all key stages.

We Teach Our Pupils:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Ensure they understand their right to say "no" and to feel safe and that consent must always be present.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or harm, and the vocabulary and confidence needed to do so
- They will be taken seriously.
- They will never be made to feel ashamed for making a report.
- They will never be given the impression that they are creating a problem by reporting sexual harm such as sexual violence or sexual harassment.
- Where to get advice e.g. family, school and/or other sources.

The curriculum includes teaching about:

- Healthy and respectful relationships.
- What respectful behaviour looks like.
- Consent.
- Gender roles, stereotyping and equality.
- Body confidence and self-esteem.
- Prejudiced behaviour.
- Sexual violence and sexual harassment.

Part Six: Safer recruitment practice and managing allegations against staff

Our school is committed to ensuring that all staff working with children are safe to do so. Safer recruitment practices are embedded within all appointment processes and reflect statutory requirements under KCSiE and the Education Act.

All recruitment processes include rigorous checks, including identity verification, enhanced DBS checks, barred list checks where appropriate, references, and scrutiny of employment history. At least one member of each recruitment panel is trained in safer recruitment.

- **Our Recruitment and Selection Process**

All job adverts state our commitment to safeguarding and outline the post's safeguarding responsibilities. They also confirm whether the role is exempt from the Rehabilitation of Offenders Act 1974 and explain that some spent convictions are protected under DBS filtering rules.

For roles involving regulated activity with children, we inform applicants that it is an offence to apply if they are barred from such work.

Applicants receive our child protection policy.

Applicants must provide:

- Personal details, former names, address, NI number
- Current/last employment and reason for leaving
- Full employment/education/voluntary history with explanations for gaps
- Qualifications and awarding bodies
- Referee details
- A statement showing how they meet the person specification

CVs are not accepted on their own.

Shortlisted candidates must complete a self-declaration of criminal history and suitability to work with children. This is only requested after shortlisting.
Applicants must sign to confirm their information is accurate; electronic signatures are verified with a physical signature at interview.
Shortlisting is carried out by at least two people, who review gaps or inconsistencies.
Candidates are informed that an online search will be completed as part of due diligence.
We seek references for all candidates, including volunteers, ideally before interview so that any issues can be explored with both referee and applicant.

Safeguarding and References
As part of our safeguarding commitment, we ensure that:

- We do not accept open references or allow applicants to obtain their own references.
- References must come from the current employer and be completed by someone with appropriate authority. School-based references are verified by the headteacher.
- We verify the applicant's most recent relevant employment if they are not currently employed.
- We obtain a reference from the last employer where the applicant worked with children, or from the current employer if they have never worked with children.
- All references are checked directly with the referee, and electronic references must come from a legitimate source.
- We follow up unclear or incomplete information and compare references with the application form, addressing any discrepancies.
- We confirm the reason for leaving previous posts and resolve all concerns before appointment.

References must confirm the applicant's suitability to work with children and include only factual information about substantiated safeguarding concerns, not unsubstantiated, unfounded, false, or malicious allegations.

- **Interview Process**

Interviews always explore:

- The candidate's motivation for working with children.
- Relevant skills and experience, with examples.
- Gaps in employment or frequent job/location changes.

Interviews also probe any safeguarding concerns, including:

- Suggesting adults and children are equals.
- Lack of understanding of children's vulnerability.
- Inappropriate idealisation of children.
- Poor understanding of professional boundaries.
- Indicators of unsafe behaviour.

Any past disciplinary issues or allegations are considered in context.

We involve pupils in recruitment where appropriate, for example through supervised interactions or observations.

All information used in decision-making is clearly recorded.

Pre-Appointment Vetting, Regulated Activity and Recording

Our pre-appointment checks ensure we identify anyone unsuitable or legally prohibited from working with children. All job offers remain conditional until all mandatory checks are completed.

Our school carries out the following checks:

- **Identity verification**, including awareness of name changes and, where possible, checking the birth certificate.
- **Enhanced DBS check** (with children's barred list information for regulated activity). If using the Update Service, we still view the original certificate.
- **Separate barred list check** if someone starts regulated activity before their DBS certificate is available.
- **Mental and physical fitness** checks, as required by regulations.
- **Right to work in the UK** checks, including for EU nationals.
- **Additional checks for individuals who have lived or worked overseas**, where appropriate.
- **Verification of professional qualifications**, including QTS and completion of induction/probation.
- **Prohibition from teaching checks** for anyone undertaking teaching work. The school uses check a teachers record to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- **Ensure that an applicant** to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State

If an applicant is moving from a post that ended within the last three months, we follow the relevant guidance in *Keeping Children Safe in Education 2026*. Keeping Children safe in Education 2026 Part three.

We use government guidance to ensure the correct level of DBS and barred list checks. When reviewing DBS disclosures, we consider:

- Relevance and seriousness of the information
- How long ago it occurred
- Whether it was isolated or repeated
- Circumstances of the incident
- Whether the applicant accepted responsibility

For teaching roles, we also consider the *Check a teacher's record* guidance.

When using the DBS Update Service, we:

- Obtain the applicant's consent
- Confirm the certificate matches their identity
- Inspect the original certificate
- Ensure the level of check is appropriate for the role.

Check the children's barred list

Prohibitions, Directions, Sanctions and Restrictions

Our school ensures that no one who is prohibited from teaching is appointed to any role involving teaching work. We check the *Check a teacher's record* service check a teachers record for prohibition orders, and other relevant restrictions.

We also complete checks to confirm whether an individual is disqualified from serving as a governor of a maintained school.

Single Central Record (SCR)
We maintain a comprehensive SCR of all pre-appointment checks. It includes:

- All staff
- Trainee teachers
- Agency and third-party supply staff (even for one day)
- Governors
- Volunteers
- Contractors where appropriate

Senior staff and the safeguarding link governor regularly check the SCR for accuracy.

We keep evidence of all safer recruitment checks.
For agency and supply staff, we record:

- Written confirmation that all required checks have been completed
- The date confirmation was received
- Whether DBS certificate details were provided

Individuals are removed from the SCR once they leave the school.

We do not need to keep copies of DBS certificates. If we choose to retain them, we follow the Data Protection Act 2018: we record a valid reason, keep them no longer than six months, and retain only a note that vetting was completed and the outcome. Copies of identity, right-to-work and qualification documents are kept on personnel files.

Governors
Governors must have an enhanced DBS check. As governance is not regulated activity, a barred list check is only required if a governor also undertakes regulated activity.

Childcare Disqualification
We carry out childcare disqualification checks for staff working with children aged 5 and under, and for those involved in wraparound care for children up to age 8, in line with the Childcare Disqualification Regulations 2018. Childcare disqualification regulations

Other Required Checks for Staff, Volunteers and Visitors
Individuals who have lived or worked outside the UK undergo the same checks as all other staff, including an enhanced DBS check (with barred list information for regulated activity), even if they have never been in the UK. We also carry out any additional overseas checks we consider necessary.

Where possible, we:

- Obtain overseas criminal record checks

- Request a letter from the relevant professional regulator confirming no sanctions or concerns

We recognise that not all countries provide criminal record information and that disclosure thresholds vary. We use Recruiting teachers from overseas guidance to support this process. Recruit teacher from overseas

Agency and Third-Party Staff

We obtain written confirmation that all required checks have been completed. If an enhanced DBS certificate contains information, we request a copy. We always verify that the person who arrives is the same individual the checks relate to.

Contractors

Contractors working in regulated activity require an enhanced DBS check with barred list information. Those with regular contact but not in regulated activity require an enhanced DBS check without barred list information. No unchecked contractor is ever allowed to work unsupervised. We verify contractor identity on arrival.

Initial Teacher Training

For salaried trainees, we complete all required checks. For fee-funded trainees, we obtain written confirmation from the ITT provider that all checks have been completed and that the trainee is suitable to work with children.

Local Authority and Health Staff

Walsall Local Authority provides a letter of comfort which provides assurance to schools that all necessary checks have been undertaken for Children's Services and Health staff (including Social Workers, Educational Psychologists, Education Welfare Officers, SEND Case Workers, Family Help Officers, CAMHS workers and other roles that involved working directly with children, young people and their families). This ensures that we can be assured that key staff meeting with children and families, in our school have had the appropriate DBS check.

We will request evidence of their Walsall Council/Health ID/photo card, and we understand that such staff are not required to present their DBS certificate to our school.

External Organisations

We carefully assess the suitability of any external organisation or speaker working with our pupils. *When contracting with external providers, we would not agree to any contractual restrictions on showing parents any content that the school will use. School should communicate to providers that they are legally obliged to have regard to this statutory guidance, including the expectation that all content can be shared with parents.* RSHE Sep 26

Volunteers

No volunteer without checks is ever left unsupervised or allowed to engage in regulated activity. We complete a risk assessment that considers:

- The nature of the work and level of supervision

- What is known about the volunteer
- References or information from other roles
- Whether the role is eligible for a DBS check

All volunteer risk assessments are recorded.

- **Concerns relating to adults**

We maintain a strong safeguarding culture where concerns about staff conduct are taken seriously. Any allegation that a member of staff may pose a risk to children will be managed in line with statutory guidance and reported to the Local Authority Designated Officer (LADO) in Walsall.

In these circumstances all allegations against other members of staff or volunteers will be referred to the Headteacher, Natalie Hill. In her absence, you should seek to speak with a member of staff from the Senior Leadership Team. If your concern is about the Headteacher, you need to speak to the Chair of Governors (contact details in the school office.) Information sharing should not be a barrier but in the unlikely event that you cannot access the people above please discuss your concerns with the Local Authority Designated Officer, 01922 652322 email lado@walsall.gov.uk

If a concern has reached the harm threshold:

The following procedure will be applied in all situations where it is alleged that a person who works with children (including supply teachers, volunteers and contractors) has:

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

Although we are not the employer of supply teachers, we ensure allegations are managed properly. We inform the agency of our processes, involve their HR representative where appropriate, and ensure they fulfil their duty to refer to the DBS.

Allegations may relate to behaviour at work or outside of work. We consider whether the individual was on site, whether there were witnesses, and whether CCTV is available.

The LADO will discuss the allegation with the Headteacher to decide next steps, gather further information, and consider whether the allegation is false, requires a Children's Services referral, or warrants disciplinary action.

Suspension is not automatic. It is only considered where a child may be at risk, or the allegation is so serious that dismissal may be possible. The Headteacher/Governor will seek advice from the LADO, personnel advisers, police or Children's Services as needed. If

suspension is used, written confirmation is provided within one working day, and the individual is given a named contact for support.

Parents/carers of the child involved will be:

- Informed of the allegation as soon as possible (following LADO/police advice)
- Updated on progress relating to their child only
- Reminded of confidentiality requirements.

If the initial discussion results in no further action, the Headteacher/Governor and LADO will record the decision, the rationale, and agree what information will be shared with the individual.

Some allegations require immediate referral to Children's Services or the police. Even less serious allegations must still be reported to the LADO for objective oversight.

Where a referral is made directly to Children's Services, they will consult with the LADO, police and Headteacher.

Three strands must always be considered:

1. Police investigation
2. Children's Services enquiries
3. Employer disciplinary processes

Outcome definitions:

- Substantiated: sufficient evidence to prove the allegation
- Malicious: sufficient evidence to disprove and deliberate intent to harm
- False: sufficient evidence to disprove
- Unsubstantiated: insufficient evidence to prove or disprove
- Unfounded: no evidence or basis for the allegation

If an allegation is unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or reporting individual needs support or may be raising concerns about abuse elsewhere. Malicious allegations may result in disciplinary action.

Abuse can be reported at any time, regardless of how long ago it occurred. Allegations are handled with fairness, consistency and confidentiality. The safety of children remains the priority, while ensuring that staff are treated appropriately and in accordance with employment law.

Low-Level Concerns

Low-level concerns are also recorded and reviewed to identify patterns of behaviour. This reflects the national emphasis on early identification of risk and maintaining professional boundaries.

Concerns about staff may arise from many sources - observations, suspicions, complaints, disclosures, or vetting checks. A low-level concern is any behaviour by an adult working in or on behalf of the school that:

- Is inconsistent with the staff code of conduct (including behaviour outside work)
- Does not meet the harm threshold or require LADO referral, but still causes unease

Examples include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photos of pupils on a personal phone
- One-to-one contact in secluded areas
- Using sexualised, intimidating or offensive language

Staff are trained to understand that such behaviour exists on a spectrum from inadvertent or poorly judged actions to behaviour that could enable abuse.

Reporting and Managing Low-Level Concerns

- Concerns may be shared with the DSL or directly with the Headteacher.
- The **Headteacher** is the ultimate decision-maker, though they may consult the DSLs.
- Low-level concerns about supply staff or contractors are shared with their employers to help identify patterns.
- If unsure whether a concern meets the harm threshold, we consult the **LADO**.

We promote an open, transparent culture where all concerns, no matter how small, are reported, recorded and addressed. This helps identify patterns early, reinforces professional boundaries, and reduces the risk of abuse.

Recording Low-Level Concerns

All low-level concerns are recorded in writing, including:

- Details of the concern
- Context
- Actions taken
- Name of the person reporting (anonymous if requested, as far as possible)

Records are kept securely and confidentially in line with the Data Protection Act 2018 and UK GDPR.

Whistleblowing

Staff and volunteers can raise concerns about unsafe practice or failures in safeguarding. These concerns are taken seriously by senior leaders.

Whistleblowing applies when the issue affects the wider public interest, such as:

- Criminal offences
- Breaches of legal obligations
- Miscarriages of justice
- Risks to health or safety
- Environmental damage
- Concealment of wrongdoing

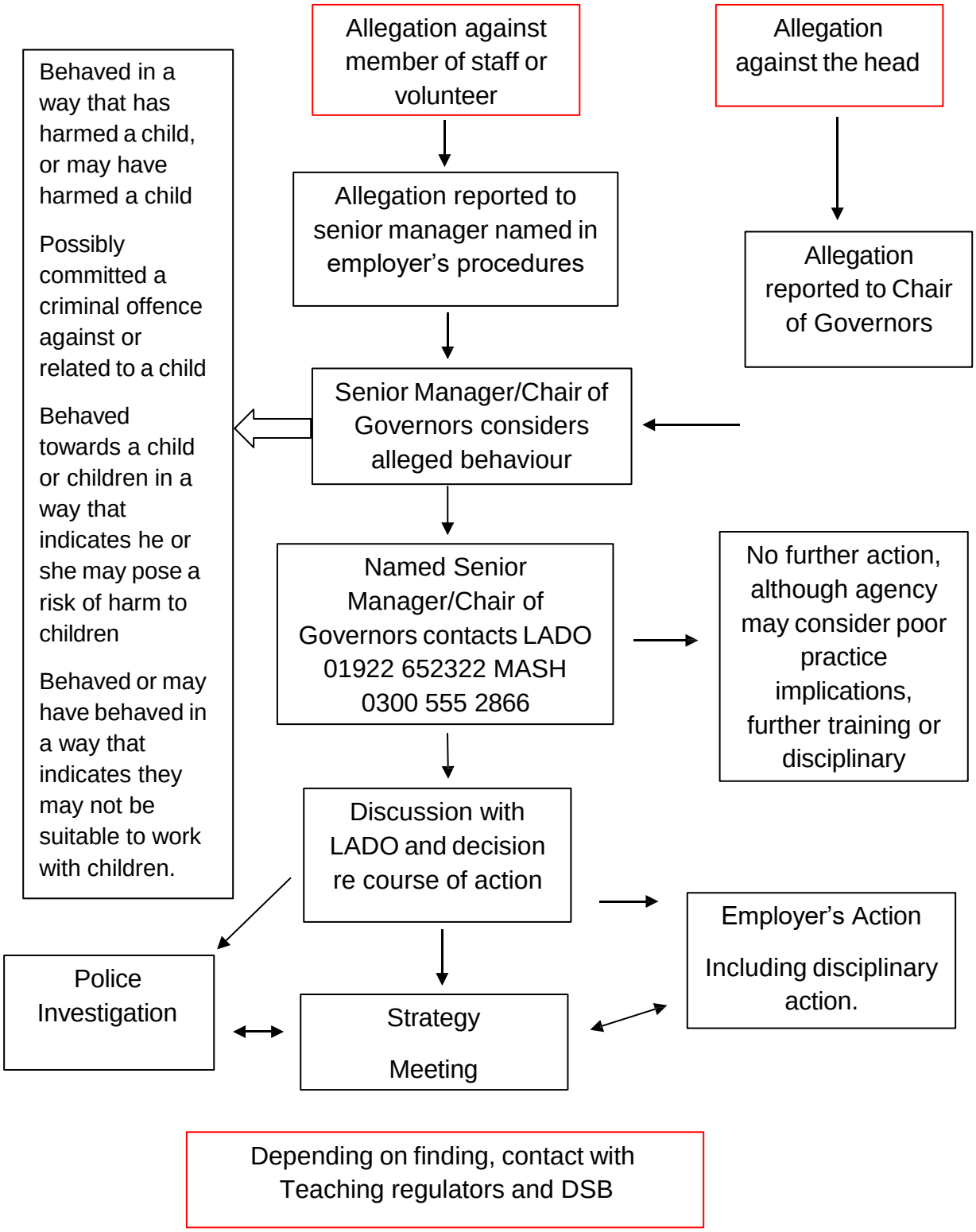
If staff feel unable to raise concerns internally, they may contact the **NSPCC whistleblowing helpline** NSPCC whistle blowing help line

Further guidance is available via the government's whistleblowing information and the Walsall Safeguarding Partnership procedures.

Staff receive regular training on the staff code of conduct, professional behaviour, and safeguarding expectations. This ensures that all adults in our school understand their responsibilities and maintain high standards of conduct at all times. Policies are in place for:

- Staff code of conduct
- Low level concerns
- Managing allegations against staff
- Whistleblowing

Managing Allegations against Staf f and Volunteers



Assessment by Children's Services e.g. s47 Child Protection Enquiry

LADO tracks progress, monitors outcomes and reports to Walsall Safeguarding Partnership and DfE

Safeguarding within our school is a dynamic, evolving and collective responsibility. Through strong leadership, well-trained staff and effective partnership working across Walsall services, we ensure that children are protected, supported and empowered.

Our approach reflects both national expectations and local safeguarding priorities, with a strong emphasis on early intervention, multi-agency working and child-centred practice. We remain committed to continuous improvement, ensuring that safeguarding remains at the heart of everything we do.

Part Seven: Appendix One

RESPONDING TO A CONCERN – THE "6 Rs RESPONSE"

Receive Reassure React Record Refer Reflect

Receive

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

Reassure

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

React

- If you need to clarify information, ask open-ended questions e.g." Is there anything you'd like to tell me?", "Can you explain to me…", Can you describe to me…."

1. Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
2. Never ask 'accusing' questions e.g." Why didn't you tell someone earlier?"
3. Never criticise the alleged perpetrator; it may be someone that they will continue to live with.
4. Never ask the pupil to repeat their allegation for any other member of staff; it is your responsibility to share the information

- These four factors may compromise enquiries that need to be made later by Children's Services or Police.

Record

- Make notes as soon as possible afterwards using the words that the child has used.
- Do not record your assumptions and interpretations, just what you heard and/or witnessed.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- Do not ask a child to write and account or sign any of your documentation as this may compromise enquiries that need to be made later by Children's Services or Police.

Refer

- Immediately inform the Designated Senior Person for child protection or in their absence the Deputy Designated Senior Person for child protection who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contact the Local Authority

Reflect

- Ask yourself if you have done everything you can within your role.
- Refer any remaining concerns to the designated teacher, e.g. any knowledge of siblings in the school, or previous contact with parents.
- Dealing with disclosures can be difficult and disturbing; you should seek support for yourself via the support within your school or an alternative source but be aware of principles of confidentiality.

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix Two

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	Child abuse concerns, advise for practitioners
	Domestic abuse: Various Information/Guidance	Domestic abuse, how to get help
	Faith based abuse: National Action Plan	Child abuse linked to faith or belief: national action plan
	Relationship abuse: disrespect nobody	Disrespect NoBody campaign
	Centre of expertise - supporting practice in tackling child sexual abuse.	Supporting practice film series Centre of expertise on child sexual abuse
	NSPCC Harmful Sexual Behaviour Framework and audit	Harmful sexual behaviour (HSB) framework and audit
	The Lucy Faithfull Foundation also run shorespace.org.uk which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.	https://shorespace.org.uk/
	Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.	https://www.contextualsafeguarding.org.uk/toolkits/beyond-referrals/
	Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes	Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024)
Bullying	Preventing bullying including cyberbullying	DfE advice Preventing bullying
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice Young witness booklet for 5 to 11 year olds
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice 12 -17 year olds Young witness booklet for 12 to 17 year olds

Children missing from education, home or care	Children missing education	DfE statutory guidance Children missing education
	Child missing from home or care	DfE statutory guidance Children who run away or go missing from home or care
	Missing children and adults' strategy	Home Office strategy Missing Children and Adults strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice National information centre on children of offenders
Child exploitation	Preventing child sexual exploitation	Preventing Child Sexual Exploitation | The Children's Society
	Care of unaccompanied migrant children and victims of modern day slavery.	https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children
	Safeguarding children who may have been trafficked	DfE and HO guidance Care of unaccompanied migrant children and child victims of modern slavery
	Child exploitation disruption toolkit	Child exploitation disruption toolkit
Children with a social worker	Role of Virtual School	DfE guidance
Drugs	Drugs-advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website
	ADEPIS platform sharing information and resources for schools: covering drug (and alcohol) prevention	Website developed by Mentor UK
"Honour Based Abuse" (so called)	Female genital mutilation: information and resources	Home Office
	Faith based Abuse: National Action Plan	Child abuse linked to faith or belief: national action plan
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance Multi-agency statutory guidance on female genital mutilation
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office Forced marriage resource pack

	The Right to Choose	
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office Overview - Fabricated or induced illness
	Rise Above: Free PSHE resources on health, wellbeing and resilience	PHE launches Rise Above for Schools programme
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
	AskTheAwkward- help talk with your children about online relationships.	https://www.ceopeducation.co.uk/parents/ask-the-awkward/
Homelessness	Homelessness: How local authorities should exercise their functions	Homelessness code of guidance for local authorities
Kinship	Kinship: local authority	Special Guardianship Orders (SGOs) | Walsall Council
Online	Sexting: responding to incidents and safeguarding children Teaching online safety in school Harmful online challenges and online hoaxes Technical standards for schools for	UK Council for Child Internet Safety DfE – statutory guidance Filtering and monitoring: core standard Meeting digital and technology standards in schools and colleges
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Police Powers	PACE	Police and Criminal Evidence Act 1984 (PACE) CODE C
Public Health England	Rise Above: secondary school mental health lessons and support	PHE launches Rise Above for Schools programme
Radicalisation	Prevent duty guidance	Prevent duty guidance: for England and Wales
	Prevent duty advice for schools	DfE advice

	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Advice to schools and colleges on gangs and youth violence
	Tackling violence against women and girls' strategy	Tackling violence against women and girls strategy
	Serious violence strategy	Home Office Strategy