Frank Field
Education Trust

Child Protection & Safeguarding Policy

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This policy reflects existing legislation, including but not limited to the Education Act 2011, Equality Act 2010 and Human Rights Act 1998 and the references below:

- Local Authority Safeguarding Children's Partnership Procedures
- Working together to safeguard children 2026
- Keeping children safe in education - GOV.UK 2026
- The Families First Partnership (FFP) Programme Guide – March 2025
- What to do if you are worried a child is being abused. 2015
- EYFS statutory framework for group and school-based providers July 2026
- Use of reasonable force and other restrictive interventions guidance April 2026
- Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk)
- Behaviour in schools: advice for headteachers and staff DFE updated Feb 2024
- Safer Working Practice Guidance for those working with children and young people in education settings May 2022
- Crime and Policing Act 29th April 2026 Gov.Uk
- Relationships and sex education (RSE) and health education - GOV.UK
- Gender Questioning Guidance Guidance for Schools and Colleges: Gender Questioning Children - Department for Education - Citizen Space (awaiting publication)
- School Relationships (and Sex) Education Policy
- FFET Staff Behaviour & Code of Conduct
- FFET Social Media Policy and Procedures (2026-2028)
- FFET ICT Acceptable Use of ICT Policy Agreement (2026-2027)
- Mobile Phone Policy (2026-2007)
- "Preventing and Tackling Bullying" DfE July 2017
- School and Colleges: When to call the police
- Searching, Screening and Confiscation (publishing.service.gov.uk) – July 2022
- Working together to improve school attendance GOV.UK
- Keeping Children Safe, Helping Families Thrive November 2024
- Mobile phones in schools - GOV.UK
- Generative artificial intelligence (AI) in education Gov.UK
  Updated 12 August 2025
- Children missing education - GOV.UK
- Supporting Pupils with Medical Conditions Policy
- Allergy safety in schools - GOV.UK
- FFET Health and Safety Policy
- FFET safer recruitment policy
- FFET e-Safety Policy
- Attendance policy
- Guidance for children's screen use in early years settings (DfE, 2026c):
- Help for early years providers : Screen use
- Help for early years providers : Safeguarding
- Policy links- Whistleblowing, SEND, Behaviour and Safety, Safer Recruitment and E-Safety

1.0 INTRODUCTION

The Frank Field Education Trust recognises the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals in this Trust make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child. The term children includes everyone under the age of 18. The term all staff includes all those working or volunteering in a school including those that don't have direct contact with children and those who work outside of the school day.

Where appropriate, the school will be open and transparent with children, parents and carers about safeguarding concerns and information sharing. However, when necessary to safeguard or promote the welfare of a child, or where information may assist another agency to assess need, assess risk, make decisions, provide support or take action, relevant information will be shared with appropriate agencies without prior discussion, agreement or consent. This may be necessary where seeking consent, or informing a parent/carer, could place a child at risk of harm, prejudice support, protection, assessment or investigative processes, or otherwise be contrary to the child's best interests.

No single professional 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. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and refer them to Children's Services (in each Local Authority or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of 'it could happen here' where safeguarding is concerned.

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm.
- We promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.
- All staff are professionally curious and feel able to challenge decisions to ensure children receive the right support
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to The FFET Behaviour and Conduct Policy (*2026-2027)* and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place.
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another.

- Adults understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.
- Current staff have received advice, support and training in regard to adverse childhood experiences and trauma informed practice, and this will form part of CPD for any new staff joining the school.

This policy is available on each school and FFET website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our FFET Staff Behaviour and Conduct Policy. The Safeguarding induction will cover online safety, which details expectations, applicable roles and responsibilities in relation to filtering and monitoring, role of DSL, *Keeping Children Safe in Education Part 1 and Annexe B*, pupil behaviour policy (including bullying) safeguarding response for those children who go missing from education, staff code of conduct (including whistleblowing and social media) which will be shared with all staff as part of our induction programme and then annually to provide details of updated policies.

In addition, all staff, including those who do not directly work with children, are provided with at least Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2026) and are required to sign to indicate that they have read part one in full and understood it. School and college leaders and those staff who work directly with children should also read Annex A.

This policy reflects the whole school / college approach to child-on-child abuse - refer to the Child-on-child abuse including harassment and violence in the specific forms of abuse part of this policy. Staff are aware to refer to Part 5 of KCSiE if concerns arise.

The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

2.0 AIMS OF THE DOCUMENT:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the Trust.
- To demonstrate our commitment to protecting children.
- To raise awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To promote safe practice and encourage challenge for poor and unsafe practice.
- To promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children, especially with Children's social services and the Police.
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children
- To ensure that staff understand their responsibility to support pupils who have suffered abuse

in accordance with their agreed plan e.g. Extra/targeted Help/Child in Need/ Child Protection Plan.

3.0 SCOPE OF THIS POLICY:

This policy applies to all members of the school community (including staff, pupils, volunteers, supply teachers, parents/carers, visitors, agency staff and Pupils, or anyone working on behalf of The Frank Field Education Trust.

This policy is consistent with each Local Authority Safeguarding Children's Partnership child protection procedures.

4.0 DEDINITIONS OF TERMS USED IN THIS POLICY:

Child Protection: refers to the activity undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online.

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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Early Help: means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Staff: refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents, volunteers and Governors and those who do not work directly with children.

Child: refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however the policy will extend to visiting children from other establishments

Parent: refers to birth parents and other adults who are in a parenting role e.g. carers, special guardians, step-parents, foster parents, and adoptive parents.

5.0 PREVENTION

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education and Relationships and Sex Education throughout the curriculum.
- We ensure that appropriate filters and appropriate monitoring systems are in place; however we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching, remote learning and safeguarding.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children.
- All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened; this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL or a deputy if they have concerns about a child. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people whilst ensuring safer working practices.
- Emerging themes are proactively addressed and fed back to the Local Authority to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there are related policies and a curriculum which is robustly delivered throughout the school.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- We comply with ‘Working Together to Safeguard Children’ 2026 and support our Local Authorities

Safeguarding Children's Partnership - Continuum of Need.

- This supports professionals to access the right help and support for children and their families at the right time.
- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- The voice of the child is paramount; therefore, our pupils are actively involved in safeguarding development. There is an established pupil group/pupil involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the school council, PSHE and wider curriculum, assemblies, approaches and displays.
- We consult with, listen and respond to pupils; our pupil's understand that they are able to approach any member of staff to share a concern and they will be listened to and the matter dealt with appropriately. They are aware of the role of DSL and DDSLs and are able to knock on their door to discuss a matter if they have any concerns. Through the curriculum children have opportunities to discuss issues that may cause concern so that they understand how to gain support. Our children are also given opportunities to share their thoughts during class council sessions as well as through pupil questionnaires.
- We use research evidence to inform our prevention work.

6.0 EARLY HELP

All staff understand the Local Authority's 'Continuum of Need Guidance' and Child Protection procedures and Multi Agency Continuum of Need Guidance. To ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. In supporting Families First, we actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care Plan or do not)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups and county lines
- is frequently missing/goes missing from education, care or from home

- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part time timetable**,** is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse or faith based abuse such as Female Genital Mutilation or Forced Marriage
- is a 'privately fostered child', or
- is persistently absent from education, including persistent absences for part of the school day

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

The multi-agency continuum of need is a guidance tool that all agencies, professionals and volunteers can use to consider how best to meet the needs of individual children and young people. This support can be provided on a single agency basis or a multi-agency basis. The approach aims to reduce risk and vulnerability and meet needs at the appropriate level of support and/or intervention. Access to effective early intervention and prevention services is essential to achieving this.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where Domestic abuse is identified. The Safeguarding Lead will meet with parents and children, where appropriate, to discuss support required and signpost to appropriate agencies using the early help process.

If a member of staff has concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead or deputy to agree a course of action, although any staff member can make a referral to children's social care/consult with the local authority front door/contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set out in the thresholds of need for each local authority.

The pyramid of support will help us to identify what advice and guidance is available and who to contact at each different level on the continuum of need.

The Family Hub model, strengthens existing partnerships in each locality making it easier for practitioners to get support for families. Family Hubs support children and young people from 0-19 (or up to 25 for young people with special educational needs and disabilities).

In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead or deputy. If early help is appropriate the designated safeguarding lead or deputy will support the staff member in liaising with other agencies and setting up an inter-agency or community-based assessment as appropriate.

As staff may be required to support other agencies and professionals in an extra help plan or targeted help plan, all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment. We have a suite of screening tools which may also help to identify the level of need, the best pathway of support, and the interventions you can be provided for children, young people and families. These can be found on the local authority Safeguarding Children's Partnership website

Where early help and or other support is appropriate we ensure that the case is kept under constant review. If the child's situation doesn't appear to be improving we take appropriate action.

We ensure that our work, on behalf of our children, is of a consistently good standard. We use local authority Multi-agency Practice Standards to challenge other workers on behalf of children where we feel the standards are not being met. The Headteacher/Head of School and the DSL are aware of the Local Authorities Escalation Procedure.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils. Staff sources of support are placed on the notice boards within the staffroom and social areas, whistle blowing information is placed on the back of toilet doors and as a staff we discuss matters of concern in an open manner. Parents and pupils are signposted to external support through posters placed around the school building as well as emails to parents to share information in relation to: domestic abuse, racism, alcoholism and bullying. Pupils also receive information through PSHE, assemblies and workshops held throughout the school year.

Early Help, Child in Need and Child Protection: (Family Help)

In our schools/colleges we ensure that we follow the Local Authorities Multi-Agency Safeguarding Arrangements Agency Roles and Responsibilities to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met. The Headteacher/Head of School and the DSL are aware of their Local Authorities Escalation Procedure: Procedure for Multi-Agency Professional Challenge.

7.0 Information Sharing Duty

The Trust recognises its responsibilities under Section 16LA of the Children Act 2004, as introduced by the Children's Wellbeing and Schools Act 2026. Effective information sharing is essential to safeguarding and promoting the welfare of children. No single practitioner can hold the full picture of a child's circumstances and information held by one agency may be vital to another agency's assessment of risk, need or appropriate support. Staff should understand that:

- where information may help another relevant organisation assess risk, identify need, make decisions, provide support or take action to safeguard or promote the welfare of a child, there is a duty to share that information;

- information sharing is not limited to child protection concerns and may include emerging needs, early help and welfare concerns;
- information relating to parents, carers, siblings, peers or other significant adults may be shared where it is relevant to a child's welfare;
- concerns should not be withheld solely because consent has not been obtained;
- concerns should not be withheld solely because of uncertainty regarding data protection legislation;
- information should be shared in a necessary, proportionate, accurate and secure manner;
- decisions to share, or not share, information should be appropriately recorded.

The Trust recognises that information should only be withheld in exceptional circumstances where a practitioner determines that sharing would be more detrimental to the child than not sharing. Such decisions must be clearly justified and recorded. Where safe and appropriate to do so, the Trust will be transparent with children, parents and carers about information sharing decisions.

8.0 CONCERNS ABOUT A CHILD – RECORDING AND REPORTING

Our recording procedures are in line with those outlined in KCSIE Recording and Reporting Guidance 2026; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

We follow the DfE statutory Information Sharing Duty when making decisions about whether to share information: Information sharing duty statutory guidance - GOV.UK

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult.
- all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

- nor should a victim ever be made to feel they are a problem or ashamed for making a report
- where abuse has occurred online or outside of the school or college it will not be downplayed and will be treated equally seriously

Staff are aware that they should only use open questions such as TED - **T**ell me what you mean by that, **E**xplain what you mean by that, **D**escribe that. Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead or deputy will obtain the relevant information and agree relevant actions after making a timely assessment of the information.

We recognise that parents and carers may hold important information which can assist in understanding concerns about a child's welfare. Wherever it is appropriate, safe and proportionate to do so, the Designated Safeguarding Lead (DSL) or deputy will seek to work openly with parents and carers and keep them informed about safeguarding concerns and decisions.

However, staff understand that parental consent is not required where information needs to be shared for the purpose of safeguarding or promoting the welfare of a child. Decisions about information sharing will be based on the needs and best interests of the child and in line with statutory safeguarding responsibilities and the Information Sharing Duty. Relevant information will be shared when it may assist another agency to assess risk, determine need, make decisions, provide support or take action to safeguard a child.

The DSL (or deputy) will consider on a case-by-case basis whether informing or seeking consent from parents/carers is appropriate. Information may be shared without parental knowledge or consent where doing so is necessary, proportionate, and in the child's best interests, or where seeking consent could:

- Place a child or another person at increased risk of harm;
- Prejudice the prevention, detection or investigation of a crime;
- Impede a police investigation or children's social care enquiry;
- Lead to the loss, destruction or contamination of evidence;
- Be unsafe due to concerns relating to sexual abuse, organised or multiple abuse, fabricated or induced illness, honour-based abuse (including forced marriage or FGM), criminal exploitation, county lines involvement, or radicalisation.

Staff will always record the rationale for decisions made regarding information sharing, including any decision not to seek parental consent or not to inform parents at that stage.

Staff are aware that a parent's refusal to consent does not prevent the sharing of relevant safeguarding information where this is necessary to safeguard or promote the welfare of a child. Referrals and information sharing will not be delayed because consent has not been obtained, has been refused, or because parents/carers have not yet been contacted. The welfare and best interests of the child will remain the paramount consideration at all times.

For non-urgent contact for a referral or request to the Front Door/i-Art, the **appropriate process**

and procedure is followed. There is one for children's social care where you feel the child / young person has reached their threshold for support (**upper tier Targeted Help and Statutory / Specialist Help**). Contact details available in the school Appendix.

A consultation will take place with the Integrated Front Door/i-Art (IFD) and/or the police immediately. Where a child lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however, staff are aware that anyone can make this contact. Where a member of staff makes contact they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

Safeguarding records are held electronically on CPOMS and some historical records as hard copies. Safeguarding and Child Protection records are stored securely and are separate from the main pupil file. Authorisation to access these records is controlled by the Headteacher/Head of School and Designated Safeguarding Lead information should be kept confidential.

All records should be dated and signed, with the name of the signatory clearly printed, and filed in chronological order. For electronic record keeping systems a separate signature is not necessary if individuals have their own log in and any changes to a record are automatically logged.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 – 'data protection laws'.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. **Information sharing duty statutory guidance - GOV.UK**

Where children leave the school or college, the Designated Safeguarding Lead should ensure their safeguarding 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. This allows the new school or college to have support in place for when the child arrives.

We also ensure that key workers or social workers are notified where a child leaves the school (as appropriate).

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key workers or social workers are notified where a child leaves the school (as appropriate). Where children leave the school or college, the Designated Safeguarding Lead should ensure their safeguarding file is transferred to the new school or college as soon as possible. Within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

This allows the new school or college to have support in place for when the child arrives.

9.0 SAFE WORKING PRACTICES

Use of mobile phones, cameras and internet:

The school and staff take safeguarding seriously and understand this policy is over-arching. We refer staff to the 'Mobile Phone Policy' and Social Media Policy and Procedures Policy', 'Code of conduct' and 'Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2022'

Personal mobiles and electronic devices:

Electronic devices should be password protected so that content cannot be accessed by unauthorised users. It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

School devices:

School devices remain the property of FFET and in using them staff will follow the Mobile Phone Policy and the acceptable http://every.education/use policy

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

Cameras photography and images:

Staff will ensure the schools designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

We will not allow other people, including staff, to photograph or film children during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of children to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

During school events, parents will be advised that they should not share images or videos online of other children unless they have the express permission of that child's parents or carer.

The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

Online safety:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

Working off school premises:

Where staff take school computer/digital equipment / or records in paper form, off school site, they do so with the view that they abide by the Acceptable use of ICT Policy. We refer you to the FFET eSafety Policy which incorporates and considers the 4Cs (content, contact, conduct and commerce) as detailed in KCSIE 2026 to ensure an effective online policy.

Staff are reminded that information, both in paper or electric form is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport following the guidance set out in the FFET Data Protection Policy (2026-27)

Online safety and children's use of devices, including mobile phones:

On school equipment we ensure that appropriate filters and appropriate monitoring systems are in place.

We refer you to our 'eSafety Policy' which incorporates and considers the 4Cs as detailed in KCSIE 2026 (para 186) to ensure an effective online policy.

The school's policy on the use of mobile and smart technology and their use reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Our Mobile Phone Policy 2026 carefully considers how this is managed on the school premises.

Our school is a mobile phone-free environment. We follow the statutory guidance on mobile phones in schools and have a policy whereby pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. We do this through the use of individual pupil mobile phone pouches in the secondary schools and the use of a locked box in the school office in the primary school to safely store the mobile phones brought in by any Year 6 children who have parental permission to walk to and from school.

10.0 ALLEGATIONS AGAINST STAFF

Support and advice is sought from Children's Services or the Local Area Designated Officer (LADO), and the FFET Chief Finance and Operating Officer whenever necessary.

We recognise the possibility that adults working in the school; including directly employed staff, contractors, volunteers, governors, supply teachers and trainee teachers, may harm children; that they may have:

- 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.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher/Head of School without delay or, where that is a concern about the Headteacher/Head of School, to the FFET Chief Finance and Operating Officer and the LADO.

Staff are aware that this must be done on the same working day. The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support through Safeguarding training sessions and there is also contact and key information placed around the school.

As part of our whole school approach to safeguarding we promote an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This includes allegations which do not meet the harms threshold, also known as low level concerns.

Early Years Providers must inform Ofsted, or the agency they are registered with, of any allegation of harm or abuse by anyone living, working or looking after children at the premises.

Low level concerns:

We understand that the term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low level concerns will be reported in the same way as a concern in relation to concerns and allegations that meet the harms test i.e. to the Headteacher/Head of School or Chief Operating Officer, if the concern is about the Headteacher/Head of School.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the Head will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The Headteacher / Head of School will consider if there are any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

Relating to Organisations or Individuals using School Premises

If the schools receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), as with any safeguarding allegation, we will follow safeguarding policies and procedures, including informing the LADO.

10.0 SAFER RECRUITMENT

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2026 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safer recruitment practices, following the guidance in Section 3 of Keeping Children Safe in Education 2026, in line with the changes to regulated activity that will came into force on 1 September 2026. This is due to changes made by the Crime and Policing Act 2026.

- Ensuring that EYFS Safer Recruitment procedures align with the safeguarding and Welfare Requirements of the Early Years Foundations Stage Statutory Framework 2026 see page 48 and page 49
- Ensuring that staff and volunteers always adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record using Staff Safe.

Volunteers:

The school recognises that safeguarding responsibilities apply equally to regular volunteers working with children. All recruitment and suitability decisions relating to volunteers will be undertaken in accordance with statutory safeguarding requirements and safer recruitment procedures.

The school will:

- assess the nature of the role undertaken by volunteers;
- obtain references and conduct risk assessments where appropriate;
- undertake identity checks;
- ensure appropriate enhanced DBS checks are completed;

- ensure barred list checks are undertaken where required for regulated activity;
- maintain appropriate records of safeguarding checks.

Volunteers will receive safeguarding induction, understand their safeguarding responsibilities and be aware of the identity of the DSL and Deputy DSLs.

Volunteers will be expected to follow the school's safeguarding, staff conduct, online safety and whistleblowing procedures at all times.

11.0 STAFF TRAINING AND UPDATES

In our schools there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training:

- All staff undertake undertake Effective Safeguarding (previously known as Basic Awareness) and child protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.
- This training needs to include local information, priorities and safeguarding procedures for the local authority and needs to align with the appropriate training pathway for each school.
- All staff receive an annual refresher update for their safeguarding training. In addition, they receive regular updates via staff meetings, briefings and communications throughout the year.
- The Designated Lead and any Deputy have completed specific training such as Designated Safeguarding Lead Training to carry out the duties of the role and attend Local Authority multi-agency Safeguarding and Child Protection refresher training as required.
- The school acknowledges findings from local and national practice learning reviews and shares lessons learned with all staff.

EYFS Training requirements:

- Effective Safeguarding (previously known as Basic Awareness) training for EYFS practitioners is renewed every two years. This can be accessed via the DFE: Early years foundation stage (EYFS) statutory framework - GOV.UK
- Paediatric first aid: For EYFS, at least one person with a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings.
- The designated safeguarding lead (DSL) provides support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required. The DSL and their deputies attend a training course consistent with the criteria set out in Annex C (of EYFS 2025)
- All practitioners are trained in line with the criteria set out in Annex C. We ensure that practitioners are supported and confident to implement the setting’s safeguarding policy and procedures on an ongoing basis.

12.0 CARED FOR CHILDREN (LOOKED AFTER CHIDREN) AND PREVIOUSLY CARED FOR CHILDREN

We ensure that staff have the skills, knowledge and understanding necessary to keep cared for children safe as we are aware that children often become looked after as a result of abuse and/or neglect. We have identified a designated teacher for our cared for children who is appropriately trained and has the relevant qualifications and experience; this person works closely with the Virtual school.

13.0 CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

We ensure that staff are aware that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We ensure that staff have knowledge and

understanding of the additional barriers, which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

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

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

14.0 THE USE OF 'REASONABLE FORCE'

There are limited circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time' the application of which will depend on the circumstances.'.

We have a key emphasis on de-escalation and only use physical touch to prevent a child or others being harmed. If we do this we ensure that it is for the shortest time necessary.

Where it has been necessary to use physical intervention, we ensure the following:

- The child's wellbeing after the event is monitored and supported
- Parents are fully briefed

- The incident is fully recorded including antecedents, de-escalation attempted, and holds used.
- An individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future
- Any incident involving the restraint of a child is always reported to an identified senior manager

All staff receive training in de-escalation and those working closely with children with complex SEN & disabilities receive appropriate training and work closely with multi-agencies and professionals to put measures in place to prevent escalation of harmful behaviours. However, positive handling may need to be used if a child is in immediate danger of harming themselves, other adults or children. This is a last resort and will only be used if adults and children cannot be removed or remove themselves to prevent injury. All incidents are recorded on CPOMS and incident forms are shared with parents/carers on the same day. First Aid treatment records and accident forms are completed if injuries have occurred to any person involved. Individual risk assessments detail the level of risk and potential triggers for each child are these updated following any incidents. This guidance is also included within the school SEND and Behaviour Policies.

15.0 PRIVATE FOSTERING

Private Fostering is a type of 'Kinship Care'. Working Together to Safeguard Children 2026 provides further examples of this type of care and information and guidance around supporting children living in these arrangements. To support kinship carers, the role of virtual heads has been extended to supporting every child in the care of friends or family.

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aide our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half- siblings and step-parents; (by marriage or where a legal order has been made, such as a Child Arrangement Order) it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, we recognise that they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation or modern-day slavery.

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform

the Local Authority. The school would also inform Local Authority of the private fostering arrangements.

16.0 CHILDREN WHO ARE ABSENT FROM EDUCATION:

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

Even though it is not compulsory for a child under the age of 5 to attend a *school*, at the very least, good attendance practice promotes good outcomes for children and can lead to the early identification of more serious concerns for a child.

Our setting has an attendance policy that we share with parents and/or carers which is published on the school/college website.

We follow local authority procedures for dealing with children that are absent or who go missing from lessons and/or school, all staff are aware that children going missing, particularly repeatedly or prolonged, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'- based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. We will refer to: Working together to improve school attendance - GOV.UK (www.gov.uk) updated July 2026.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our Attendance policy. If children do not attend school, we have a duty of care to ensure they are safe. This may involve visiting the child's home to ensure their welfare and safety and will always be done in the best interests of the child. School will always endeavour that parents / carers and the child/ren themselves are involved in this process. If we are unable to be assured of the child's safety, we will, through our Designated Safeguarding Lead, seek advice from other agencies such as the Attendance and Education Welfare Team, the police or the Integrated Front Door/i-Art, if deemed necessary.

Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as CME using the appropriate form so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

17.0 REMOTE EDUCATION

We are aware that some children may require a short period of remote education.

We follow the government guidance: https://www.gov.uk/guidance/safeguarding-and-remote-education

We will remain in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers will be informed what systems schools and colleges use to filter and monitor online use.

It is especially important for parents and carers to be aware of what their children are being asked

to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Alternative Provision

If our pupils are accessing an alternative provision, we:

• gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk

• have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend

• regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs.

Our schools follows the voluntary national standards for non-school alternative provision and understand that our school remain ultimately responsible for the provision they commission. 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.

If safeguarding concerns occur, we are mindful that the placement should be immediately reviewed and ended if necessary.

18.0 CHILDREN WHO NEED A SOCIAL WORKER (CHILD IN NEED AND CHILD PROTECTION PLANS)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our Designated Safeguarding Leads will be aware of the fact a child has a social worker and will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

19.0 CHILDREN REQUIRING MENTAL HEALTH SUPPORT

We recognise that schools have an important role to play in supporting the mental health, wellbeing and resilience of their pupils.

All staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Our staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

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

Where support is needed, the designated safeguarding lead (or a deputy) should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

Whilst all staff are able to observe and support the mental health and wellbeing of their pupils and learners, most schools and colleges also have a mental health lead in place. Mental health leads should support settings to embed a whole school or college approach to mental health and wellbeing.

Our staff will consider the range of locally available support to meet the needs of children and young people. We will make use of support from their respective Mental Health Support Team (MHST).

We will also consider other support available outside of school that might be suitable, for example family hubs, commissioned services etc.

20.0 EDUCATIONAL OUTCOMES

Our Designated Safeguarding Lead ensures that staff know the children who have experienced or are experiencing welfare, safeguarding and child protection issues so that, as relevant, we know who these children are, understand their academic progress and attainment; this means that we are able to make necessary adjustments to help these children to achieve. In this way we maintain a culture of high aspirations for this cohort. This includes children with a social worker and those previously known to social care; we ensure that teachers are made aware of those children in this category.

21.0 SPECIFIC SAFEGUARDING ISSUES:

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members, this includes the importance of understanding intra-familial harms and support for siblings where there is intrafamilial harm

Staff are supported in accessing and completing the relevant screening tools.

As a school that promotes a strong culture of safeguarding and being alert to the signs and indicators of abuse and harm in children, staff would be aware of the following issues identified in Keeping Children Safe in Education 2026 (Part One and Annexe A) and would know how to identify and respond to them:

- Physical Abuse
- Sexual Abuse including sexual violence and sexual harassment
- Emotional
- Neglect
- Child abduction/community safety issues
- Children and the Court System

- Children with family member in prison
- Homelessness
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation including county lines and serious violence
- Extremism and Radicalisation
- Children missing from education
- Domestic abuse
- Child-on-child relationship abuse/Teenage Relationship Abuse
- Child on child abuse
- Nudes and Semi Nudes including where generated by AI
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including cyberbullying, prejudice-based and discriminatory bullying. Breaches of the Equality Act 2010
- Prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination.
- Mental health issues including Self-Harm
- Honour and faith-based abuse including - Female Genital Mutilation and Forced Marriage
- Unaccompanied asylum-seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sharing nudes or semi-nudes put children in danger.

An overview of specific safeguarding issues and our response are provided at the end of the policy.

22.0 GOVERNOR AND TRUSTEES RESPONSIBILITIES

Governing bodies and proprietors should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the **best interests** of the child at their heart. (KCSiE 2026).

As a school we ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training. KCSiE 2026 highlights “This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding”.

The Governing Body and Trustees fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

Schools have a governor safeguarding link who meets with DSL on a regular basis to ensure that the school has robust Safeguarding procedures in place. Also, there is a Trustee safeguarding representative, who provides termly reports to trustees on schools' compliance with statutory and local requirements and the effectiveness of safeguarding in each school.

Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.

Has procedures for dealing with allegations of abuse against any member of staff or adult on site.

Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues and has the appropriate status, authority, skills and experience within the school.

Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

Is supported by the Trust board nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher/Head of School; this is the Chief Operating Officer.

Carries out an annual review of the Safeguarding policy and procedures.

Works with the Local Authority to carry out Safeguarding Audits (Section 175 audit) in consultation with the Local Governing Body.

All staff in The Frank Field Education Trust (FFET) take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

Further information on our safeguarding and related policy documents and procedures is available on request from the Head teacher or Designated Safeguarding Lead.

23.0 FURTHER FORMS OF ABUSE

The information provided below is an abridged version of Annex A of KCSiE. However, there are details below as to how our school responds to these concerns and more.
Some specific concerns are detailed within the main body of this policy.

Harm Outside the Home

Including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial

advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

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

It is not possible for a child to consent to be exploited, abused or trafficked, and they may not recognise that it is happening to them.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including:

- sexual identity
- cognitive ability
- having a physical or learning need
- being neurodivergent
- learning difficulties
- communication ability
- physical strength
- status
- access to economic or other resources

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

- appear with unexplained gifts, money or new possessions which could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal and sexual exploitation
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education
- Children who have been exploited will need additional support to help maintain them in education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children:

- being forced or manipulated into transporting drugs or money through county lines,
- working in cannabis factories,
- shoplifting or pickpocketing.
- they can also be forced or manipulated into committing vehicle crime
- or threatening/committing serious violence to others.

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

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

Child Sexual Exploitation (CSE)

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

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

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

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

As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they

are experiencing.

County Lines

County lines is a form of criminal exploitation and is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media.

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

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

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

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds

https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds and 12-17 year olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice provides an information service which helps parents make child arrangements, without going to court and for them to understand alternative resolution options. They have also launched online child

arrangements plan tool. This may be useful for some parents and carers.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by

parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child-on-child abuse including Harassment and Violence

Children can abuse other children and this is often referred to as child-on-child abuse. This can occur both inside and outside of school/college.

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- serious physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual harassment – which may include Misogyny/Misandry. Part 5 of KCSiE sets out how schools and colleges should respond to reports of this nature
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur both online and offline and inside and outside of school or college. In this context it specifically relates to child-on-child sexual harassment**.**
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual, making or sharing of nudes and semi nudes images and or videos including those generated using AI
- 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone can be a victim.
- initiation/hazing type violence and rituals

Harmful Sexual Behaviour: HSB can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children

towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence.

We refer to the ERASE Tool to support us in deciding the level of concern in relation to HSB.

All staff are aware that child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator.

As well as knowing how to respond to concerns, all staff know that child-on-child abuse is preventable. As well as knowing how to recognise behaviours and indicators of risk early, staff know that timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

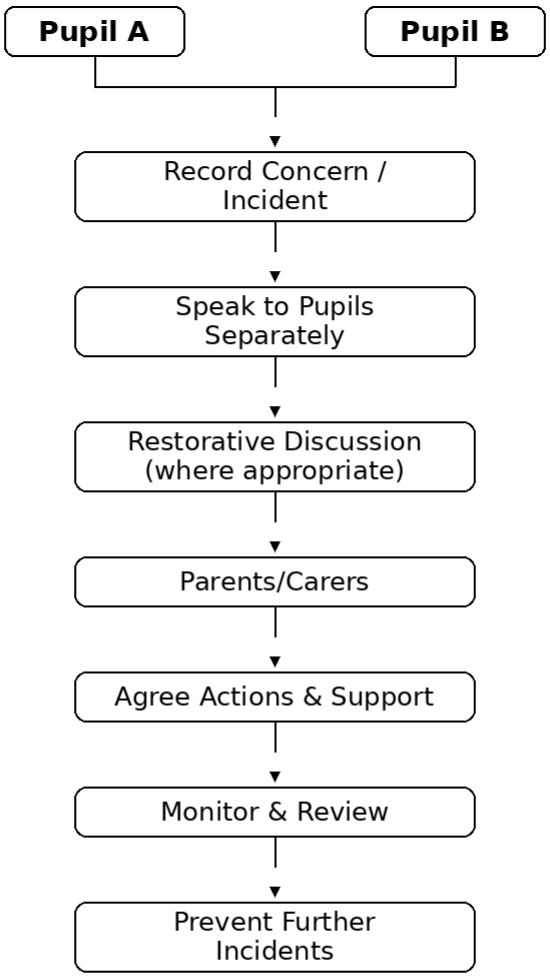
Staff recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

Staff are clear on our procedures with regards to child-on-child abuse and do not take it any less serious than adult to child abuse; they are aware that it should never be tolerated or passed off as "banter", just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviour, Misogyny/Misandry and an unsafe environment for children, we ensure that we apply the same thresholds.

In our school our PSHE and RSE curriculum teaches children in an age/developmentally appropriate way about topics which include healthy relationships, consent, staying safe online and positive friendships.

We have the systems in place which are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

In our school we have a clear behaviour policy, which provides staff, parents and children with information about how these situations are dealt with. The children helped create the newly embedded behaviour policy and it is referred to on a weekly basis within assemblies clearly detailing the schools expectations. Our preventative strategies and support for both "victim" as well as "perpetrator" include; assemblies based around British Values, anti-bullying assemblies, e-safety sessions for both children and parents, discussions with parents, debates and discussions held during Religious Education/Values sessions as well as oracy sessions.



Allegations of child-on-child abuse will be recorded, investigated, and dealt with using our normal school's child protection procedures and in line with Part 5 of KCSiE 2026.

We have clear processes detailed within our Behaviour Policy as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

In our school we have referred to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in Part 5 of Keeping Children Safe in Education 2026

Where making or sharing nudes or semi nudes (youth produced sexual images) are part of the abuse then the school follows the UK Council for Child Internet Safety (UKCCIS) Sharing nudes and semi-nudes: advice for education settings

Children Missing from Home or Care

Children who run away from home or from care can provide a clear behavioural indication that

they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because they are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our schools are aware of the LA CME protocol: pan-cheshire-missing-from-home-protocol-2023-2024.pdf (cescp.org.uk) https://www.staffordshire.gov.uk/schools-and-learning/education-welfare/children-missing-education

The association of chief police officers has provided the following definition a missing person *is:* 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- conflict with parents/carers
- feeling powerless
- being bullied/abused
- being unhappy/not being listened to
- the Trio of Vulnerabilities

Pull factors include:

- wanting to be with family/friends
- drugs, money and any exchangeable item
- peer pressure
- for those who have been trafficked into the United Kingdom as unaccompanied asylum-seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

24.0 CYBERBULLYING

Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any bullying including cyber-bullying that we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- the use of mobile phone cameras to cause distress, fear or humiliation
- posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- using e-mail to message others
- hijacking/cloning e-mail accounts
- making threatening, abusive, defamatory or humiliating remarks in on-line forums
- Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

25.0 DOMESTIC ABUSE/VIOLENCE

We believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that all children can witness and be adversely affected by domestic abuse.

As an Operation Encompass school, we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way. We do this by building positive relationships with all children, parents and carers to encourage all to feel comfortable to report or discuss any concerns they may have. Within whole school assemblies there is a focus placed upon the “Rules of law, Human Rights, Love and Values”. We also provide the children with Childline support workshops and have recently created a Pupil Support Team to provide other children with support. Within school we also have a school counsellor to provide support as necessary.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. We understand that the term domestic abuse captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour and stalking. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected.” (Domestic Abuse Act 2021, Section 2).

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

Domestic abuse can affect anybody; it occurs across all of society, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background.Domestic abuse can take place inside or outside of the home. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Domestic abuse negatively affects children. We know that they are often more aware of what is

happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them. Their experiences will shape their self- worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children, we:

- have an ethos which puts children's wellbeing at the heart of all that we do
- create a predictable school life with set routines
- ensure that rules and expectations are clearly stated and understood by all
- understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- model respectful and caring behaviour, positive conflict resolution and respectful interactions, helping children learn not only what not to do, but what to do instead
- use the language of choice, making clear the benefits and negative consequences of their choices ensuring that we follow through with any consequences or sanctions
- support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately *(A child exposed to domestic abuse may have seen a lot of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings)*
- understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- create opportunities for children to feel successful. We let the child know that they matter, taking an active interest in them
- accept that they may not be willing or able to talk about it right away (if ever)
- provide effective, non-verbal, systems for children to access support
- provide reassurance that only people who need to know about the incident will know
- allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.
- provide opportunities to teach about and discuss healthy and unhealthy relationships

26.0 HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a

referral into local authority children's social care where a child has been harmed or is at risk of harm.

However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and our designated safeguarding lead (or a deputy) ensures appropriate referrals are made based on the child's circumstances.

The Children's Wellbeing and Schools Act 2026 places a new duty on local housing authorities in England to notify educational institutions, health visiting services and general medical practices, when a child is placed in temporary accommodation. This notification should be made when consent has been given from the parent, those with parental responsibility or care of the child, or the child themselves in cases of 16–17-year-olds living independently from their parents.

The notification will enable school and college staff to safeguard and promote the welfare of these children at the earliest opportunity and support them to improve their outcomes. Whilst any discussion with the local housing authority should be progressed as appropriate, this notification does not, and should not, replace existing safeguarding and welfare duties nor a referral into local authority children's social care where a child has been harmed or is at risk of harm.

27.0 EMOTIONAL ABUSE

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child which can cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- verbal abuse such as persistent criticism, belittling, or name calling as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing

  the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Honour or Faith-Based Abuse including Breast ironing, FGM and Forced Marriage

Staff are aware of “Honour or Faith-based’ Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA” (KCSIE 2026)

Awareness raising has taken place around HBA; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and forced marriage can affect both young men and women.

Actions our school takes in relation to Honour or Faith Based violence:

The attendance lead may schedule a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed. We check in with the child/children to see if they know and corroborate the purpose of the visit.

As a school we would never attempt to intervene directly; where this is suspected we would speak to the Integrated Front Door/i-Art at Children’s services before sharing our concerns with the family.

28.0 BREAST IRONING ALSO KNOWN AS BREAST FLATTENING

Staff have been made aware of an act of abuse performed on girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl’s mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected**.**

29.0 FEMALE GENITAL MUTILATION (FGM)

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- is illegal in the UK. It’s also illegal to take a British national or permanent resident abroad

for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- when a female family elder is around, particularly when she is visiting from a country of origin.
- reference to FGM in conversation e.g. a girl may tell other children about it.
- a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- parents state that they or a relative will take the child out of the country for a prolonged period.
- a girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- a girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- unusual/a noticeable change in behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear
- prolonged absences/ persistent unexplained absence from school/college
- seek to be excused from physical exercise without the support of their GP
- child not allowed to attend extra-curricular activities
- close supervision of child by family/carers

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that "If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police".

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject. We take a proactive approach to preventative work by ensuring that the children complete necessary sex education lessons linked to the Science NC sessions. All children also complete "Pants are Private" as workshops to provide awareness and support. Within whole school assemblies there is a focus placed upon the "Rules of law, Human Rights, Love and Values". We also provide the children with Childline support workshops and have recently created a Pupil Support Team to provide other children

with support. Within school we also have a school counsellor to provide support as necessary.

30.0 FORCED MARRIAGE

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form or coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Forced marriage resource pack - GOV.UK (www.gov.uk)

Indications that a Child is at risk of Forced Marriage:

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- appearing anxious, depressed and emotionally withdrawn with low self-esteem
- self-harming, self-cutting or anorexia
- criminal activity e.g. shoplifting or taking drugs or alcohol
- declining performance, aspirations or motivation
- not allowed to attend any extra-curricular or after school activities
- girls and young women may be accompanied to and from school/college
- attending school but absenting themselves from lessons
- stopping attendance at school/college
- a family history of older siblings leaving education early and marrying early

Actions our school takes in relation to take around Honour Based Abuse:

- when managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger siblings tell teachers information that has a bearing on older members of the family, so it is important that we liaise with the other schools
- the Headteacher/Head of School teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- we check in with the child/children to see if they know and corroborate the purpose of the visit.
- if a return date has been specified and a child has not returned to school, we would contact our Attendance/Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Local authority Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

31.0 MODERN DAY SLAVERY INCLUDING TRAFFICKING AND THE NATIONAL REFERRAL MECHANISM

The Modern Slavery Act came into Force in 2015. Modern slavery encompasses exploitation including sexual exploitation, criminal, financial exploitation human trafficking and slavery, servitude and forced or compulsory labour. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harbored for the purpose of exploitation

Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families and are aware that this may be if they:

- show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- have a history with missing links and unexplained moves
- are required to earn a minimum amount of money every day
- work in various locations
- have limited freedom of movement
- appear to be missing for periods
- are known to beg for money
- are being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- are one among a number of unrelated children found at one address
- have not been registered with or attended a GP practice
- are excessively afraid of being deported
- look malnourished or unkempt
- are withdrawn, anxious and unwilling to interact
- are under the control and influence of others

- live in cramped, dirty, overcrowded accommodation
- have no access or control of their passport or identity documents
- appear scared, avoid eye contact, and can be untrusting
- show signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- physical symptoms (bruising indicating either physical or sexual assault)
- prevalence of a sexually transmitted infection or unwanted pregnancy
- reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- evidence of drug, alcohol or substance misuse
- being in the community in clothing unusual for a child i.e. inappropriate for age/ borrowing clothing from older people
- relationship with a significantly older partner
- accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for despite having not been at home
- having keys to premises other than those known about
- low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- truancy / disengagement with education
- entering or leaving vehicles driven by unknown adults
- going missing and being found in areas where the child has no known links
- possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

32.0 NEGLECT

Staff are aware that neglect:

- is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including

the use of inadequate caregivers); or ensure access to appropriate medical care or treatment

- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

If we suspect neglect, we will use the Final Combined Neglect screening tool to support our assessment.

33.0 ONLINE SAFETY

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, Misogyny/Misandry, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories,

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer at risk, 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, including those generated using AI and online bullying, and

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

The Department has published guidance to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education. Staff must adhere to the Generative AI: product safety expectations - GOV.UK

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- acceptable use agreements for children, teachers, parents/carers and governors
- curriculum activities involving raising awareness around staying safe online
- information included in letters, newsletters, web site
- parents evenings / sessions
- high profile events / campaigns e.g. Safer Internet Day
- building awareness around information that is held on relevant web sites and or publications
- social media policy and procedures

Cyber-crime: Preventing young people from getting involved

Children are getting involved in cybercrime, many do it for fun without realising the consequences of their actions – but the penalties can be severe. Cybercrime is a serious criminal offence under the Computer Misuse Act. If we become aware of any incidents of cyber-crimes, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate, or we are required to do so.

Risks associated with Gaming

Online gaming is an activity that the majority of children and many adults get involved in. The

school raise awareness by:

- talking to parents and carers about the games their children play and help them identify whether they are appropriate
- supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- talking to parents about setting boundaries and time limits when games are played
- highlighting relevant resources
- making our children aware of the dangers including of online grooming and how to keep themselves safe
- making our children aware of how to report concerns

34.0 PHYSICAL ABUSE

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

35.0 PREVENT, RADICALISATION AND EXTREMISM

We recognise that children may be susceptible to extremist ideology and radicalisation

The staff at FFET adhere to the Prevent Duty Guidance, December 2023 and seek to protect children against the messages of all violent extremism and to prevent them being

drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Extreme Right Wing Terrorism which includes Cultural Nationalism, White Nationalism, White

Supremacism ideology. Prevent also tackles other ideologies and concerns that may pose a terrorist threat. Established terrorist narratives exhibit common themes such as antisemitism, Misogyny/Misandry, anti-establishment, anti-LGBT grievances and religious or ethnic superiority.

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

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

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying and the RE and PSHE curriculum.

Our taught curriculum includes educating children of how people with extreme views share these with others; 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 values 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.

In our school community we are aware of these specific issues, relevant to our school's profile and recognise the concerns surrounding the British National Party and their intolerant views and in addition, some resistance within the Muslim community within the school to the teaching of different types of families within our relationship curriculum. As a school we work closely with the local community and support local events. Within our PSHE/RE sessions we celebrate and promote tolerance and understanding of all faiths. Within these sessions we also visit local places of worship to develop a deeper understanding of the religions within our local community as well as nationally. Within our school assemblies we also discuss British values with a key focus placed upon tolerance, understanding and respect. We have a values based ethos which is embedded in our PSHE and Relationships curriculum and have weekly assemblies which focus on equality, diversity and inclusion within our school, the local community and wider world.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by scenarios completed at Staff meetings on a weekly basis as well as regular updates. Our schools have a Prevent risk assessment in place which all staff are aware of.

We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore, concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe susceptible to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith-based extremism that may lead to a child becoming radicalised.

There is no single way of identifying whether a child is likely to be susceptible to an extremist

ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding

risks, 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)/ SPOC (Single Point of Contact) making a Prevent referral following the local authority procedure.

If we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would also contact the local authority integrated Front Door/i-Art for children's social care and complete a Prevent referral on the stopadultabuse.org.uk website.

Where necessary individuals may be discussed at Channel:

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The Designated Safeguarding Lead or a deputy should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Channel Duty Guidance: Protecting people susceptible to radicalisation (publishing.service.gov.uk)

The local authority Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed. Consent is then sought from the adult / parent with parental responsibility.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc. For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed. This means that schools may be invited to attend the meeting.

36.0 SERIOUS VIOLENCE

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying

or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy).

All staff are aware of indicators, which may signal that children are at risk from, or are involved in committing 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 education 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 may be at risk of criminal exploitation.

All staff should be 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 suspended, spent time in Alternative Provision or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery, having used drugs or alcohol in early adolescence, and having previously been a victim or previously perpetrated violence. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

37.0 SHARING NUDES AND SEMI-NUDES (including where generated by AI)

For the purposes of this guidance, the term 'making or sharing nudes and semi nudes' refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams. We use the term 'nudes' because it is the most widely understood by young people and best captures the full range of image-sharing behaviours.

Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Producing and sharing nudes and semi-nudes of under 18s is illegal, which causes considerable concern in education settings working with children and young people, and amongst parents and carers.

Although the production of such images will likely take place outside of education settings, sharing can take place and the impacts of an incident are often identified or reported here. Our school will respond swiftly and confidently to make sure children and young people are safeguarded, supported, and educated. We will follow the guidance set out in the following document: Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

We take a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

38.0 SEXUAL ABUSE

Involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing.

Sexual abuse may also include non contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children.

Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not.

The sexual abuse of children by other children is a specific safeguarding issue in education, and all staff are aware of the school or college policy and procedures for dealing with it.

There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

The sexual abuse of children by other children is a specific safeguarding issue in education see section on child-on-child. The Crime and Policing Act 2026 introduces the Mandatory Reporting of Child Sexual Abuse.

1.0 YOUNG CARERS

We are aware of the needs of young carers recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

APPENDIX 1 - ACRONYMS

The policy contains a number of acronyms used in the safeguarding. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSC	Children's Social Care	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
	Data	The appointed person in school with responsibility for overseeing data

DPO	protection officer	protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC in CE	Looked-after children	Children who have been placed in local authority care or where children's services

Cared for Children		have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC/PC4C	Previously looked-after children / cared for	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in

		England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
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KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a

		specified local area, including education.
LAC in CE Cared for Children	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SPOC	Single Point of Contact	This is the person, usually, the Designated Safeguarding Lead who is the named lead for Prevent in school.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.

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

APPENDIX 2 – HANDFORTH GRANGE PRIMARY SCHOOL

At Handforth Grange Primary School the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
Andrea Booth	Fran Butterworth Leigh Green Ashley Baston	Simon Smith

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chief Finance & Operating Officer
Andrea Booth	Fran Butterworth	Jill Usher

Additional Responsibilities:

Designated teacher for cared for children
Mrs Daniella Hassell
Mental Health Lead
Miss Hannah Saunders
Single Point of Contact for Prevent (SPOC)
Mrs Andrea Booth
Operation Encompass Key Adult
Mrs Andrea Booth Deputy Key Adult – Mrs Fran Butterworth

Staying Safe at Handforth Grange

Designated Safeguarding Lead	Andrea Booth
Deputy Safeguarding Leads	Fran Butterworth, Leigh Green, Ashley Baston
Safeguarding Governor	Simon Smith
Chief Finance & Operating Officer	Jill Usher
Mental Health Lead	Hannah Saunders
Single Point of Contact (SPOC) for Prevent:	Andrea Booth
Operation Encompass Key Adult	Andrea Booth

Our local contact numbers are:

Local authority:

- Integrated Front Door – Cheshire East 0300 123 5012 (option 3)
- Emergency Duty Team (Out of Hours): 0300 123 5022
- Safeguarding of Children Concerns (Children living in other authorities):
- Manchester Safeguarding Contact Centre Tel: 0161 234 5001 (open 24 hours a day, seven days a week) Email: mcsreply@manchester.gov.uk)

Stockport Multi-Agency Safeguarding and Support Hub (MASSH):

0161 217 6028, select option 1. For out of hours emergencies call us on 0161 718 2118. Online - https://forms.stockport.gov.uk/contacting-the-massh/level-select

FFET Chief Finance & Operating Officer Jill Usher 0151 318 9709

Local Authority Designated Officer (LADO): 01606 288931 Prevent

referrals: Prevent Referral Process

Cyber Prevent (concerns re online activity) referrals -

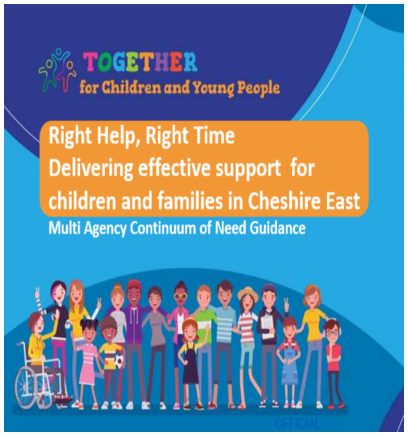
cyber.Prevent@nwrocu.police.uk

Cheshire East Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding. Police: 999

(Emergency) / 101 (Non-emergency)

Mental Health Helpline: 0300 303 3972

Adult Safeguarding: 0300 123 5010



This document sets out our approach to keeping children safe and protected and underpins our local vision to provide the right help at the right time for children and families in Cheshire East at the earliest opportunity. The document refers to children, which includes unborn children, infants, children and young people.

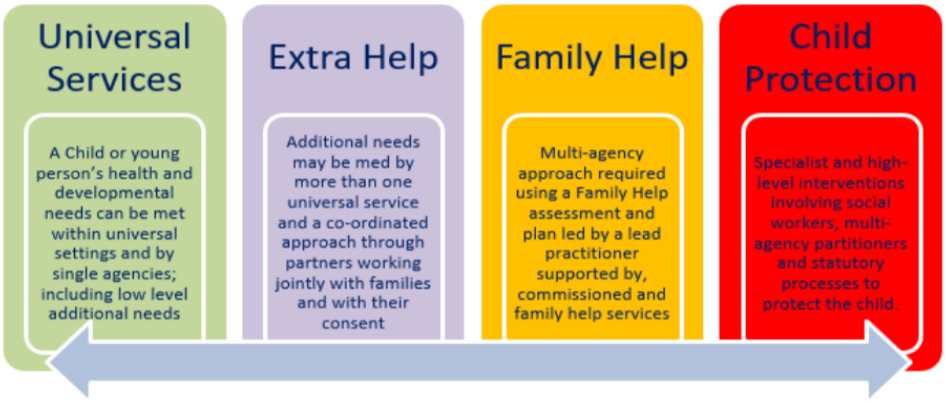
In Cheshire East we know that most children and their families can be supported through a range of universal services. These services include education, early years, health, housing, and services provided by voluntary organisations. However, some children have more complex needs and may require access to Early Support or Family Help to support them. We want to ensure that we provide the right help and support for families, led by the presenting need and not a prescribed framework. We understand the need to be flexible and have adaptable responses to how we support families.

Working Together to Safeguard Children highlights the importance of clear thresholds for taking action to safeguard children which are understood by those who work with children and adults who are parents/carers. By ensuring a shared understanding of the local continuum of need for support, children will receive the right help at the right time.

This guidance should not replace having a conversation or the use of sound professional judgement. We encourage you to use this document as guidance in combination with any prior knowledge of the family, safeguarding training, advice from your Designated Safeguarding Lead within your organisation and the voice of the child and their family.

Family Help Continuum of Need: Providing families with the right help at the right time, delivered by the right people

In Cheshire East we aim to work collaboratively with children and families and to support professionals in understanding the unique situation for each child. All professionals working with children and families will be curious, compassionate, respectful and rigorous in making judgements, while maintaining a clear focus on the safety and protection of children.



Our Extra Help offer will be delivered by partners supported by Partnership Family Help Officers and Family Advisors in our Children's Hubs.

Our Family Help offer is centred around the presenting needs of the child and family. Following a referral to the Integrated Front Door we will assess the presenting needs and decide what services and help best meet the needs of the child and family. All families that present with multiple or complex needs will be eligible for our Family Help Offer.

Right Help, Right Time

Universal Services

A child or young persons health and developmental needs can be met within universal settings and by single agencies including low level additional needs. Children make good progress and their health, education, social and emotional needs are met. Children, young people and families can access universal services as required such as Family Hubs, GP's, Early Years and Schools.

Family Advisors based in the Family Hubs will be available to signpost people to services and advice about local resources.

Extra Help

Offering Help at the right time increases the chances that positive change will happen. Without additional support from one or more agencies their needs may increase. Children, young people and families can access more than one universal service and/or coordinated extra help services. A lead professional using a team around the family approach can help identify needs and co-ordinate support before needs become more complex or acute. An extra help assessment and plan is available for professional to use alongside guidance for completion Extra Help forms and support for professionals

Partnership Family Help Officers are available to offer support and guidance for agencies wanting to offer children and families Extra support. If you wish to speak to a Partnership Family Support Officer, please use partnershipfamilyhelp@cheshireeast.gov.uk

Family Help

These are children and young people with higher level unmet needs, or where risk is identified, and where there is evidence, this is affecting their health and development. A referral into the Integrated Front Door may be needed and may meet the criteria for a multi-agency Family Help assessment to co-ordinate services and provide support to families with their consent. There will be an allocated Family Help Lead Practitioner who will co-ordinate multi-agency support, intervention and planning.

Services who may provide support at this level include Family Help, SEN services, children with disability services, youth inclusion and support panels, Youth Justice Service, drug and alcohol services, mental health services, and voluntary and community sector services.

Child Protection

These children are suffering or are likely to suffer significant harm. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents. This may include situations where immediate child protection intervention is needed to safeguard the child or where Family Help has been provided but this support has been insufficient to promote change and the child or young person is or becomes at risk of significant harm. This is likely to mean that they require a referral to the Integrated Front Door. A Family Help single assessment (S17 CA 1989) will be completed and the Family Help Team in collaboration with the Multi Agency Child Protection Team (MACPT) may initiate child protection procedures under S47 (CA 1989), or issue care proceedings.

Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?
Explain that to me
Describe that….

Reassure

- Stay calm, tell the child they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Action for DSL: Review records regularly; add any new concerns, respond to these immediately and record evidence of actions taken and outcomes.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO

Symptoms of abuse

Physical Abuse

- Bruises, black eyes and broken bones.
- Unexplained or untreated injuries.
- Injuries to unusual body parts e.g. thighs, back, abdomen.
- Bruising that resembles hand/finger marks.
- Burns/scalds.
- Human bites/cigarette burns.
- Injuries that the child cannot explain or explains unconvincingly.
- Injuries in babies and non-mobile children

Neglect

- Excessive hunger
- Inadequate or insufficient clothing
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under or overweight
- Low self-esteem, attachment issues, depression or self-harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropriate (e.g. rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

Sexual Abuse

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g. for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

Emotional Abuse

- Concerning interactions between parents or carers and the child (e.g. overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness, anger

Behaviours

- Marked change in general behaviour
- Extremely passive/aggressive
- Sleeping difficulties
- Lethargy/tiredness
- Poor social relationships
- Disclosure
- Withdrawn/withdrawn from family and friends
- Lack of self-confidence or self-esteem
- Self-harm or eating disorders
- Eating disorder
- Fear of certain adults
- Attendance difficulties
- Self-harm

EYFS - Safer Recruitment Requirements

Handforth Grange Primary and Nursery School will obtain a reference before employment.

We will;

- not accept open references e.g. to whom it may concern
- not rely on applicants to obtain their reference
- ensure any references are from the candidate's current employer, training provider or education setting and have been completed by a senior person with appropriate authority
- not accept references from a family member
- obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting
- ensure electronic references originate from a legitimate source
- contact referees to clarify content where information is vague or insufficient information is provided
- compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- establish the reason for the candidate leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

RECRUITMENT AND SELECTION CHECKLIST

	Actioned by	Date
Advertise vacancy – includes reference to safeguarding responsibilities and information on the level of DBS required		
Applications – scruitinise application forms, looking for gaps in employment/discrepancies etc		
Short list		
References – either prior to interview (if candidate agrees) or at least prior to employment. Check references against information received on application form		
Self-declaration/disclosure sent to shortlisted candidates		
Interview – discuss any relevant information relating to self-disclosure		

Checks –qualification checks verified on day of interview		
Conditional offer of employment made – subject to relevant checks (e.g. references, DBS)		
References received and checked – if not prior to interview		
References verified – to ensure from legitimate source		
Identity – Birth certificate seen where possible, in order to identify whether a person has changed their name – if so, seek evidence of name change (e.g. marriage certificate)		
Right to work in the UK – evidence seen and checked		
Ofsted Suitability checks – where appropriate (e.g. registered manager, proprietor, trustee, childminder, childminder's assistant)		
DBS certificate – satisfactory DBS received		
DBS barred list – those in regulated activity only		
Health – check candidate is medically fit for the role		
Safeguarding training – and other induction requirements		

APPENDIX 3 - BIRCHES HEAD ACADEMY

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
Tina Adlington	Leon Ashman, Deborah Carpenter, Emily Marren, Hannah Savage, Natalia Baker, Gina Woodley	Michelle McKenna

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chief Finance & Operating Officer
Louise Toach	Tina Adlington	Jill Usher

Additional Responsibilities:

Designated teacher for cared for children
Tina Adlington
Mental Health Lead
Tina Adlington
Single Point of Contact for Prevent (SPOC)
Tina Adlington
Operation Encompass Key Adult
Tina Adlington

Role	**Name**	**Contact details**
Designated Safeguarding Lead	Tina Adlington	01782 233595

Deputy Designated Safeguarding Lead	Leon Ashman, Deborah Carpenter, Emily Marren, Hannah Savage, Natalia Baker, Gina Woodley	01782 233595

Early Help Champion	Tina Adlington	01782 233595
Lead Person for Online Safety	Tina Adlington	01782 233595
Lead Person for Looked after Children (LAC)	Tina Adlington	01782 233595
Lead Person for CSE	Tina Adlington	01782 233595
Lead Person for PREVENT	Tina Adlington	01782 233595
Senior Manager responsible for allegations made against staff	Louise Toach	01782 233595
Local Authority Designated Officer (LADO)	Talitha Thompson	01782 233595
Senior Social worker for Child Sexual Exploitation	Angela Davenhill	101 Ext 3616 Mob: 07769 238950
Stoke- On- Trent Children's social – For referrals	Safeguarding Referral Team- Integrated Front Door	01782 235100

	Emergency Duty Team- after hours, weekends and public holidays	01782 234567
Staffordshire Children's social care- for referrals	First response	0800 1313126
Police	Non-emergency	101

	Emergency	999
Prevent Education Officer	Sarah Dyer	01782 233239
Safeguarding Education Development Officer	Sangita Minsra	01782 235591
Stoke on Trent Cooperative Working Access	Advice and Access Team	01782 232200
Education Safeguarding Lead	Samantha Plews	Mob: 07514731760 Email: samantha.plews @stoke.gov.uk

Stoke on Trent Threshold Framework "Providing the right help, at the right time, in the right place"

1.1. **Level 1 – Thriving** - No current needs requiring additional support, needs are met by our Universal Service offer. Children who make good overall progress in all areas of development. May benefit from prevention and health and wellbeing promotion strategies to maintain positive health and wellbeing.
Support services include: Local Voluntary and Community Sector Services - see Stoke-on-Trent Community Directory Health services Education providers

1.2. **Level 2 – Getting Advice** - Children and young people are adjusting to life circumstances and may require advice, guidance and signposting to navigate these. Families are supported by community services and empowered to access self-help

tools to meet their needs. Consider whether Early Help Assessment would support the family and ensure needs are identified at the earliest opportunity.

Support services include: Local Voluntary and Community Sector Services - see Stoke-on-Trent Community Directory Education providers Health services Family Hubs: Family Advisor Parenting groups Digital Family Hub Inourplace online learning Community lounges

1.3. **Level 3 – Getting Help** - Children whose health and wellbeing may be adversely affected and would benefit from focused, evidence-based support. Practitioners should consider the needs of the whole family and ensure that an Early Help Assessment has been completed by the most appropriate person. Additional support may or may not require a multi-agency response, this will be established through completion of the early help assessment.

Support services include: Local Voluntary and Community Sector Services - see Stoke-on-Trent Community Directory Health Services Education providers Family Co-Ordinator service – delivered by Locally Trusted Organisations (LTOs) Just Family CIC, YMCA, Alice Charity, Family Focus Family Hubs Early Help - Staffordshire Safeguarding Children Partnership

1.4. **Level 4 – Getting more help** - Children and families with multiple and complex, additional needs. Children whose health or development is being impaired or there is a high risk of impairment. Practitioners should consider the needs of the whole family and ensure that an Early Help Assessment has been completed by the most appropriate person. The child, young person and family may require intensive, focused support. Additional support will require a multiagency response.

Support services include:

Local Voluntary and Community Sector Services - see Stoke-on-Trent Community Directory Supporting Families service

1.5 **Level 5 – Getting risk support -** Children who are experiencing significant harm or where there is likelihood of significant harm. Practitioners should refer to the Integrated Front Door (IFD). Where concerns relate to radicalisation or risk of radicalisation, a Prevent referral should be submitted (prevent referrals should not be disclosed to the child or young person or their family at the time of referral). The child, young person and family may require focused risk support.

Support services include:

Children's Social care Prevent

Channel

CAMHS

1. **Thriving:** ***those who may need support to maintain high levels of wellbeing through effective prevention and promotion strategies.*** Around 80% of children at any one time are experiencing the normal ups and downs of life but do not need individualised advice or support. They are considered to be in the Thriving group. They may however benefit from prevention and promotion activities and strategies.

2. **Getting Advice:** ***those who need advice and signposting.*** Within this group are children, young people and families adjusting to life circumstances with mild or temporary difficulties. The best intervention is within the community with the possible addition of self-support.

3. **Getting Help:** ***those who need focused goals-based input.*** Within this group are children, young people and families who would benefit from focused, evidence-based help and support, with clear aims and criteria for assessing whether these aims have been achieved.

4. **Getting More Help:** ***those who need more extensive, specialised goals-based input.*** Within this group are children, young people and families who would benefit from extensive intervention. This group might include children with a range of overlapping needs which means they may require greater input

5. **Getting Risk Support:** ***those who have not benefitted from or are unable to use help but are of such risk that they are still in contact with services.*** Within this group are children, young people and families who are currently unable to benefit from early help support but remain a significant concern and risk. This group might include children and young people who routinely go into crisis but are not able to make use of help offered, or where help offered has not been able to make a difference.

APPENDIX 4 - ELLESMERE PORT CHURCH OF ENGLAND COLLEGE

At EPC the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Safeguarding Governor
• Greg Hughes	• Louisa Davies • Kay Gadsby • Julie Bladen • Phillipa Coumbes • Elizabeth Anderton • Kate Watt • Anthony Pitt	• Chris Veitch

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chief Finance & Operating Officer
• Stephen Murphy	• Greg Hughes	• Jill Usher

Additional Responsibilities:

Designated teacher for cared for children
Greg Hughes
Mental Health Lead
Charlotte Spencer
Single Point of Contact for Prevent (SPOC)
Greg Hughes
Operation Encompass Key Adult
Greg Hughes

Role	Name	Contact details
Designated Safeguarding Lead	Greg Hughes	0151 350 6000
Deputy Designated Safeguarding Lead	Louisa Davies, Kay Gadsby, Julie Bladen, Phillipa Coumbes, Elizabeth Anderton, Kate Watt, Anthony Pitt	0151 350 6000
Early Help Navigators	Olivia Ward Rachel Hold	Olivia.ward@cheshirewest@chester.go.uk Rachel.hold@cheshirewest@chester.gov.uk
Lead Person for Online Safety	Greg Hughes	0151 350 6000
Senior Mental Health Champion	Rosie Whitmore-Gill *Charlotte Spencer (*training)	0151 350 6000 Rwhitmore-gill@epcollege.org CSpenser@epcollege.org
Lead Person for Looked after Children (LAC)	Greg Hughes	0151 350 6000
Lead Person for CSE	Greg Hughes	0151 350 6000
Lead Person for PREVENT	Greg Hughes	0151 350 6000
Senior Manager	Stephen Murphy/ Greg Hughes	0151 350 6000

responsible for allegations made against staff		
Contextual Safeguarding Lead for Education	Pam Beech	071917587559
Senior Manager I-ART	Allison Roberts	allison.roberts@cheshirewestandchester.gov.uk
Cheshire West's Children's social – For referrals	Integrated Access and Referral Team (i-ART)	0300 123 7047
	Emergency Duty Team- after hours, weekends and public holidays	01244 977277
Police	Non-emergency	101
	Emergency	999
Prevent Education Officer	Andrew McIntyre	01606365239
Youth Engagement Officer	Jamie Hodgkinson	Jamie.Hodgkinson@cheshire.police.uk
Keri Roberts	Education Welfare Officer	Keri.roberts@cheshirewest@chester.gov.uk
Jayne Ford	TAF advisor (Team Around the Family)	07500974999

Michelle Nicholson	Senior Manager Domestic Abuse	01244 972360

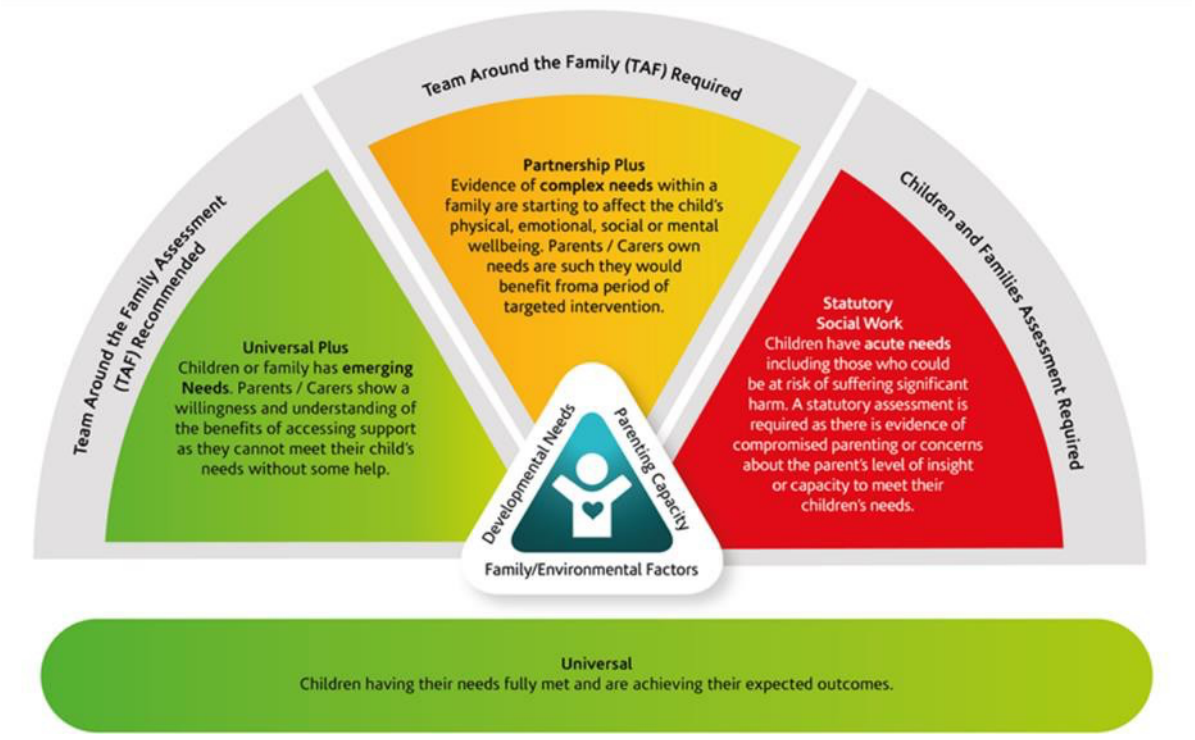
Universal Need - Children within this level are having their **needs fully met**. There is no assessed additional support needed beyond that which is already available and provided

by their family, peers and universal service provision e.g., doctors, dentist, schools, school nurses, children's center's, health visitors, pediatrician's. **Children are achieving expected outcomes.**

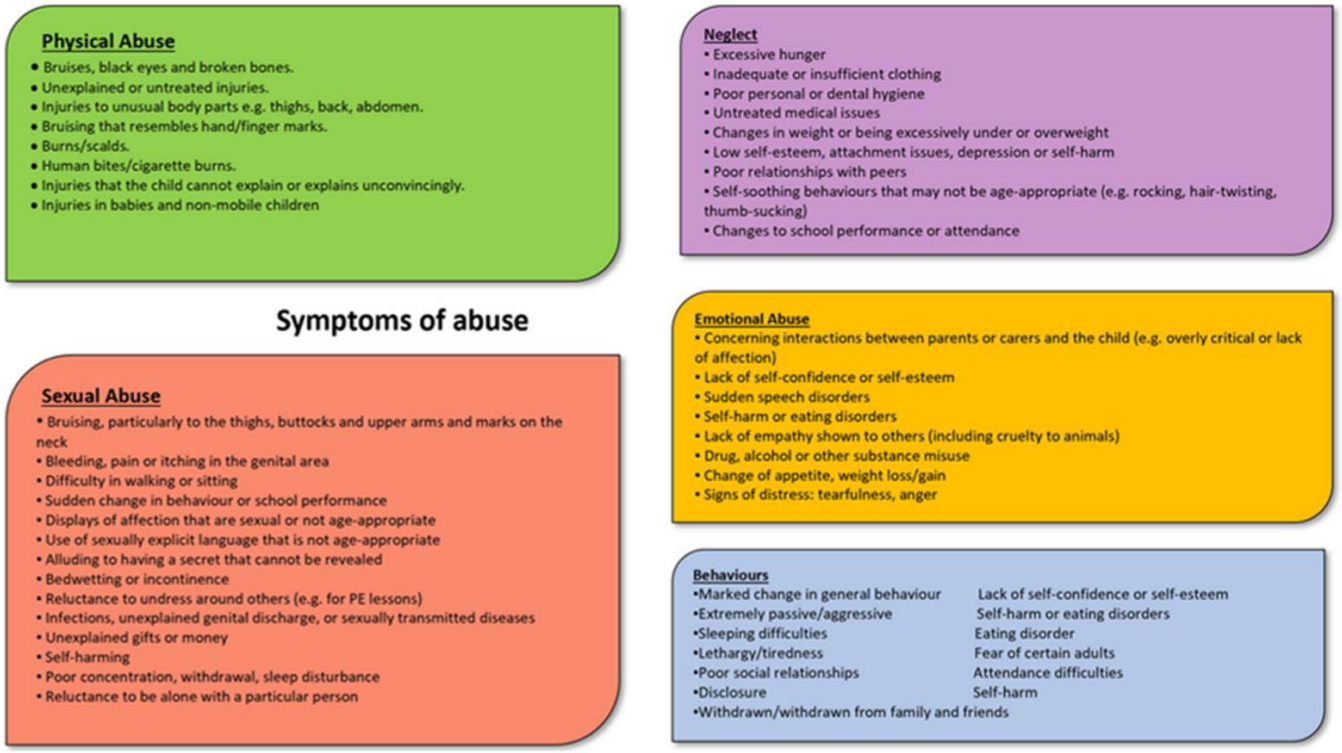
Universal Plus (TAF recommended)- Children, young people and their families with **emerging** vulnerabilities whose needs would benefit from further assessment and support. Assessment could be conducted by a single agency e.g. CAMHS, Speech and Language, etc or through contributing to a multi-agency assessment such as a Team around the Family (TaF) or other assessment tool in the SCP Multi-Agency Toolkit.

Partnership Plus (TAF required) - There is evidence of **complex needs** within a family and that issues are starting to affect the child's physical, emotional, social and mental wellbeing. A whole family response is required and the needs are such that they require a coordinated multi-agency support plan via a Team around the Family (TaF).

Statutory Social Work (Assessment required) - Children have **acute needs including those who could be at risk of suffering significant harm.** A statutory assessment is required as there is evidence of compromised parenting and / or concerns about the parent's level of insight or capacity to meet their children's needs. Parents need a multi-agency service response, including specialist intervention, from children's social care.
Provision of services or intervention are through Child in Need Plans (Section 17); Child Protection Plan (Section 47); Voluntary Accommodation (Section 20); Interim or Care Order (Section 31) or a Care Leaver Pathway Plan.



- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Action for DSL: Review records regularly; add any new concerns, respond to these immediately and record evidence of actions taken and outcomes.

DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO