

Safeguarding and Child Protection Policy



Clive Church of England Primary School and Nursery (part of Fields Multi Academy Trust)

Date of last review:	September 2025
Date for next review:	September 2026



Aim High

We are a small and very special school, with an overall caring Christian ethos. We strive together to reach the highest, both academically and socially, in a Christian context;

We strive to develop an understanding of the Christian faith as well as an understanding of other world faiths, cultures and customs.

Psalms 121

Respect, Responsibility, Resilience

Key Personnel

Role	Name	Contact details
Headteacher	Nicola Brayford	head@fieldsmultiacademytrust.co.uk
Designated Safeguarding Lead (DSL)	Sallie Watts	admin@clive.shropshire.sch.uk
Deputy DSL(s)	Laura Anderson	admin@clive.shropshire.sch.uk
	Nicola Brayford	head@fieldsmultiacademytrust.co.uk
Designated Teacher	Nicola Brayford	head@fieldsmultiacademytrust.co.uk
Mental Health Lead	Miriam Butler	admin@clive.shropshire.sch.uk
Online Safety Co-Ordinator/Lead	Nicola Brayford	head@fieldsmultiacademytrust.co.uk
Relationship Sex Health Education Lead	Nicola Brayford	head@fieldsmultiacademytrust.co.uk
Chair of Governors	Kate Bentham	admin@clive.shropshire.sch.uk
Safeguarding Governor/Trustee	Kate Bentham Leela Sims Bridget Hodges	admin@prees.shropshire.sch.uk

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Policy Scope and Aims

This policy applies to anyone working on behalf of Clive CE Primary School including senior leaders, the board of Trustees/Local Governing Body, staff, volunteers, contractors, agency staff and children.

The policy is publicly available on the school website so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping Children Safe in Education 2025.

Safeguarding Statement

We believe that:

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

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse, neglect, exploitation and/or harm. This applies to anyone who is part of, comes into or works with our school.
- Be child centred and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect, exploitation and/or harm of a child.
- Ensure no child or group of children are treated less favourably by us than others.
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

Key Terms (also see appendix G)

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

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

- 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 arrangements, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes.

outcome 1: children, young people and families stay together and get the help they need;

outcome 2: children and young people are supported by their family network;

outcome 3: children and young people are safe in and outside of their homes;

outcome 4: children in care and care leavers have stable, loving homes.

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

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

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including 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 another child or children.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2025.

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

Governors/Trustees refers to those who are part of the School's Governing Body. This includes individuals who are at Trust or Charity governing body level as well as part of local school governance bodies.

Child includes everyone under the age of 18.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children's Act 1989) or has care of a child.¹

¹ S576 Education Act 1996

Legislation, Standards and Guidance

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

Legislation	Statutory National Guidance/Standards	Local Procedures
<ul style="list-style-type: none">• <i>Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)</i>• <i>The Education (Independent School Standards) (England) Regulations 2003</i>• <i>Children Act 2004</i>	<ul style="list-style-type: none">• Keeping Children Safe in Education and any legislation or guidance (statutory/non-statutory) outlined or referenced within it.• Early years foundation stage (EYFS) statutory framework• Working Together to Safeguard Children and any legislation or guidance (statutory or non-statutory) outlined or referenced within it.	<ul style="list-style-type: none">• Shropshire Safeguarding Community Partnership West Midlands Safeguarding Children Procedures• Shropshire Safeguarding Community Partnership Threshold Guidance• Shropshire Safeguarding Community Partnership Allegations about staff/volunteers

Linked Policies

<ul style="list-style-type: none">• Behaviour/Anti-Bullying Policy• Staff Behaviour Policy / Code of Conduct• Whistleblowing• Health & Safety• Allegations against staff• Attendance• Curriculum• RSHE• Complaints• SEND• Remote Learning• Mobile Phone Policy	<ul style="list-style-type: none">• Administration of first aid/medicines• Physical intervention• Online Safety, including staff use of mobile phones/ devices with imagery and sharing capacity.• Risk Assessments• Safer Recruitment• Disciplinary and grievance• Intimate Care• Preventing Radicalisation• Data Protection/GDPR Guidance• Looked After Children
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Roles and Responsibilities

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

The Local Governing Body/Trust Board:

Have a strategic leadership responsibility for ensuring we take a whole school approach to safeguarding arrangements as outlined in this policy and that we comply with our duties under **Legislation and Guidance**. Part 2 Keeping Children Safe in Education outlines the key responsibilities.

The Safeguarding Governor/Trustee is responsible for leading on the governance oversight of safeguarding arrangements; regularly meeting with the Designated Safeguarding Lead *at least*

termly and reporting back to the Governing Body and Trust Board through termly Governors' and Trust Board meetings.

The Chair of the Governing Body/Trust Board will liaise with the Local Authority in the event of an allegation of abuse made against the Headteacher in line with [Ensuring safe staff](#).

All Governors/Trustees will ensure:

- The school has a Designated Safeguarding Lead who has the appropriate status and authority to carry out duties of the post and is provided with the time, funding, resources, and support needed to carry out their role effectively.
- The school has safeguarding policies and procedures in place (as outlined in Part 2 Keeping Children Safe in Education) that are implemented effectively and comply with our duties under [Legislation, Standards and Guidance](#) at all times.
- All staff and governors are knowledgeable and confident in carrying out their safeguarding duties in line with [Professional development and support](#).
- That the effectiveness and implementation of safeguarding arrangements are robustly overseen by the Governing Body/Trust Board by liaising with key staff, completing relevant audits, monitoring processes and procedures and report to Governors and Trustees.

The Executive Headteacher:

is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes:

- having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- supporting and promoting a whole school safeguarding culture and ethos as outlined in our [Safeguarding Statement](#). This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- taking the lead role in [Ensuring Safe Practice](#); including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liasing with the Local Authority Designated Officer (LADO) (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- enabling the Designated Safeguarding Lead and any deputies to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.
- ensuring that school policies relating to site safety and health and safety guidance and relevant legislation are in place, implemented and followed by all staff. We ensure that we notify the Local Authority of any notifiable incidents and have taken steps to mitigate the impact of a terrorist attack and reduce harm in the event of an attack occurring.

The Designated Safeguarding Lead (DSL): (see appendix A and B)

Takes the lead responsibility for safeguarding and child protection in our school. Annex C Keeping Children Safe in Education 2025 outlines their key responsibilities. Our Deputy Designated Safeguarding Lead(s) (hereafter referred to as DDSL) support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

- ensuring that the school has a child protection policy in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
- being available to deal with safeguarding and child protection during school and out of school hours.
- acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the school filtering and monitoring system) and to our school.
- supporting the Headteacher to [Ensure Safe Practice](#) in school.
- managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see [Designated Safeguarding Lead Response](#)).
- working closely with the Local Governing Body, Safeguarding Trustee, Headteacher, DSL colleagues and relevant senior leadership team members to ensure a whole school safeguarding culture and ethos as outlined in our [Safeguarding Statement](#) and the implementation of effective safeguarding arrangements, as outlined in this policy.
- acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in [Working in Partnership](#).
- ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in [Working in Partnership](#).
- acting as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and child protection in school.
- ensuring the effective management and oversight of safeguarding information as outlined in [Record Keeping and Information Security](#).
- maintaining and accessing [Professional development and support](#).

All staff (including students and volunteers):

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

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

Professional development and support

To ensure all our staff and governors are knowledgeable and confident in keeping children safe in our school; they will complete the professional development activities as outlined below. We monitor professional development activities and maintain a central professional development record.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads provide all staff with ongoing safeguarding support, advice, and expertise. Staff safeguarding knowledge and competence is overseen as part of the staff induction, appraisal, and performance processes in school. The Designated Safeguarding Lead and deputies receive regular support and supervision from designated Governors and Trustees and Headteacher as required.

All Staff (including volunteers)

Activity	Frequency
Receive information on school safeguarding arrangements and procedures as outlined in KCSiE 2025	Induction or when arrangements/procedures are updated.
Read Keeping Children Safe in Education (KCSiE): <ul style="list-style-type: none"> All Staff: Part 1; Part 5 and Annex B. Senior Leadership Team: Entire document Staff who do not work directly with children: Annex A 	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training to enable staff to <u>recognise, respond to and report safeguarding (including online safety and child-on-child abuse) concerns</u> (see <i>Local Authority Safeguarding in Education Training</i>)	Induction and then at least every 2 years
Staff complete FGM training.	Induction and then at least every 2 years
Complete Prevent Awareness Training.	Induction and every 2 years.
Complete Cyber Security Training.	Induction and then annually
Receive regular national and local safeguarding updates (including those relating to online safety) to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting..	At least annually.

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	Frequency
Complete Schools' Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex C	On induction in role and then every 2 years
Read Keeping Children Safe in Education in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Maintain knowledge and development relating to the role of DSL	As required, but at least annually

Complete Prevent training appropriate to the role	On induction and then every two years.
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All Governors

Activity	Frequency
Complete Governor Safeguarding Training to equip them with the knowledge to carry out their strategic Roles and Responsibilities .	Induction and then every 2 years.
Read Keeping Children Safe in Education <ul style="list-style-type: none"> All Governors: Entire document Chair & Safeguarding Link Governors: Entire document 	Induction into role then annually (in Autumn Term) or when updated).
Complete Cyber Security Training Cyber security training for school staff - NCSC.GOV.UK	Induction and then annually
Complete Prevent Awareness Training appropriate to role The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)	Induction and every year.

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

Activity (in addition to other relevant above)	Frequency
Read Part 3: Keeping Children Safe in Education	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE)	Induction and every 3 years (or when KCSiE Part 3 is updated)

Ensuring Safe Practice

Safer recruitment

We adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in our setting. All staff/governors involved in recruitment complete additional safer recruitment training; as outlined in [Professional development and support](#). Our recruitment procedures are outlined in our Safer Recruitment Policy and are in alignment with Keeping Children Safe in Education 2025: Part 3.

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

In accordance with Keeping Children Safe in Education 2025: we maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Governors/Trustees; [contractors](#); and [visitors](#) who attend our school in a professional capacity. We complete the checks on staff, volunteers, and Governors/Trustees who we recruit ourselves. For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks

completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability does not work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the school site any person who we are not assured is safe to work or engage in regulated activity with children.

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

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

Contractors

We have several contracts with external providers to work in our school including with children. The School Contractors key information form is used. All visits should be planned. Identity should be checked. DBS number should be given to the school. Asbestos Register should be checked and form completed. If any of the above are not in place/completed, contractors should not be allowed on site.

Visitors

We have procedures for recording the details and confirming the identity of visitors, including prospective candidates. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children.

All visitors to our school are expected to act in accordance with our Safeguarding Statement.

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

Use of school premises for non-school activities

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

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

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

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

Alternative provision

Where we place a child with an alternative provision provider, we continue to be responsible for their safety and welfare and should be satisfied that the provider can meet the needs of the child. We do this by obtaining written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. See [Appendix A: Alternative Provision Quality Assurance Checklist](#).

Ensuring safe staff

Managing allegations (including low level concerns)

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

There are two levels of allegations / concerns:

1. Allegations that may meet the harm threshold.

Circumstances where someone working within the school has or 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; or
- behaved towards a child or children in a way that indicates that they would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes any behaviour that may have occurred outside of the school that could pose a transferable risk.

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

If the allegation relates to the Headteacher; this should be immediately verbally reported to the Chair of Governors or Trust Board.

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

In most cases; the Headteacher (or the Chair of Governors or Trust Board if applicable) will lead on managing allegations; with the support of the Human Resources Department and the Designated Safeguarding Lead. They will ensure that Part 4 Keeping Children Safe in Education 2025 and [Shropshire Safeguarding Community Partnership Managing Allegations Procedures](#) are applied. Any allegations that meet the above criteria will be referred to the Local Authority Designated Officer within 1 working day and we will follow their advice and guidance.

We will notify OFSTED as soon as reasonably practical and within 14 days of the allegation first being made, informing them of action taken by completing the online form - [Report-a-serious-childcare-incident](#) .

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

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

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

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

The term low level does not mean that these concerns are insignificant. A low-level concern is when staff or volunteer may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Our staff code of conduct outlines examples of what could be considered a low-level concern;
- does not meet the harm threshold at point 1 above.

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

The Headteacher will decide the outcome of all low-level concerns (in consultation with the Designated Safeguarding Lead if necessary) raised in line with the staff code of conduct and the disciplinary policy. Consideration will be given to whether there is a pattern of behaviour by the individual; or if there is a wider school culture issue and if policies need to be revised, or if all staff guidance or additional staff training is required.

Whistle Blowing

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

If staff have such concerns; these should be raised with the DSL or Headteacher – see Whistleblowing Policy.

If staff feel unable to raise concerns with the school directly; they can contact [NSPCC Whistleblowing Advice Line](#). Staff can call 0800 0280285 – 08.00 to 20.00 Monday to Friday and 09.00 to 18.00 at weekends. The email address is help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 3NH.

Ofsted also provide guidance on how to make a complaint about a childcare/education provider – Complaints procedure – Ofsted – GOV.UK

General guidance on whistleblowing can be found via: Whistleblowing for employees: What is a whistleblower – GOV.UK

Record Keeping and Information Security

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

- Securely manage electronically held information in line with [Meeting digital and technology standards in schools and colleges](#) and [Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK](#) (see also [Online Safety](#))
- Manage requests for access to personal information we hold (known as subject access requests).

Details of our processes and how to request access to personal information we hold are outlined in our GDPR Policy See [Statutory policies for schools and academy trusts: Administration and Data/ Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK](#))

Storage and management of safeguarding information (child protection files)

Safeguarding [concerns](#) and [responses](#) for individual children are emailed to or from safeguarding@clive.shropshire.sch.uk. The Designated Safeguarding Lead is responsible for ensuring emails are checked daily and responded to as appropriate. A decision is then made whether these need to be uploaded to CPOMS or filed within safeguarding emails. The content of each email in a child's folder is monitored if a new email is received and the level of need is assessed. Our child protection safeguarding concern system is electronic. Where there are historical paper records these are kept in a locked filing cabinet, which is accessed by the DSLs. Our electronic system is CPOMS – there are different levels of access to this information to ensure records are kept securely. This system ensures that we have an effective procedure for receiving concerns around children and allows us to make decisions concerning each individual child.

Sharing safeguarding information with others

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

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

Sharing information with other organisations

Staff should be familiar with and use [Information sharing advice for safeguarding practitioners](#).

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

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

If a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore; staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to so do.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to [Designated Safeguarding Lead Response](#)).

The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency.

Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term. Where the move is planned; the Designated Safeguarding Lead will consider sharing information in advance of the child leaving to help with the child's transition and to enable any help and support they may need. This is shared separately to any child's main file and confirmation of receipt of the files should be gained (refer to [Appendix E: File Transfer Record and Receipt](#)).

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

Working in Partnership

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

Children

Our children are [taught how to keep safe](#); including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns by:

- speaking to any staff member
- worry boxes
- circle time
- pastoral support

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

We also actively seek children's views of safety in school via the School Council, through surveys and through class discussions.

Parents

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

- meeting with parents prior to children starting to request information relating to the child's routines, likes and dislikes, special dietary requirements, intolerances/allergies and allergy action plans and requesting parents inform us of any changes to these through the year;
- communicating to parents how we keep children safe in our school (including online). This policy is made available to all parents and carers via our school website. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in school in regular surveys;
- encouraging parents and carers to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by asking parents and carers to contact the First Point of Contact Team to share information first hand on 0345 6789021. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) .
- the Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see [Designated Safeguarding Lead Response](#)) in line with the local arrangements in the area that they live.
- ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by sharing details of agencies.
- providing parents with regular information, guidance and external support available to them by signposting them via newsletters and signposting after parents' evenings or meetings with the mental health lead or DSL.

Other agencies/partnerships

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

- ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with [Working together to safeguard children](#) and the Shropshire Safeguarding Community Partnership local criteria for action and assessment; as outlined in the [SSCP Threshold Document](#). Where children do not live in Shropshire but attend our school; we will work in line with the relevant local arrangements in their home area.
- ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding [Children potentially at greater risk of harm](#).
- supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- participating in the local [Operation Encompass arrangements](#); an arrangement where police notify schools when a child who attends their school may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse. A letter informing parents of our participation in Operation Encompass is available on our website [School Operation Encompass – Shropshire Learning Gateway \(shropshirelg.net\)](#).

Teaching our children how to keep safe

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

- [Safeguarding Statement](#)
- Behaviour/Anti-Bullying Policy
- [Preventing Radicalisation](#)
- Our approach to [Online Safety](#)
- Our Personal Social Health and Education and Computing curriculum and policies including our RSHE Policy. Our RSHE programme is developed to be fully inclusive of all ages and stages of development and consideration of children's needs including [Children potentially at greater risk of harm](#); and addresses issues as outlined Keeping Children Safe in Education 2025; Part 2, Opportunities to teach safeguarding.

The DSL/RSE lead and other key members of the Senior Leadership Team (such as computing, Mental Health and SENDCo) will work collaboratively to ensure that this is implemented; and being responsive to any safeguarding themes or patterns of concern that arise in school.

Online Safety

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

Whilst there are many benefits and strengths in using ICT; there are also a number of risks to children's welfare and safety in school when using internet enabled technology; which are summarised in the following categories²:

- **content:** being exposed to illegal, inappropriate, or harmful content.
- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm to children or others.
- **commerce:** - illegal, inappropriate, or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

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

Our policy includes:

- *The expectations for staff (including filtering and monitoring responsibilities and use of generative AI), Governors, children, and visitors in use of camera enabled; mobile and personal devices and the ICT systems.*
- *Arrangements for filtering and monitoring and cyber security (including staff responsibilities and training: see also [Professional development and support](#));*

Where there are online safety concerns involving identified children (including child-on-child abuse); we will follow [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Safeguarding Response](#).

Any school cyber security incidents will be reported to [Action Fraud \(National Fraud and Cyber Crime Reporting Centre\)](#) and, if there is a data breach this will be reported in line with our Data Protection Processes to the [Information Commissioner's Office](#). Please also see [Record Keeping and Information Security](#).

Where children are being asked to learn online at home, we follow advice from the Department of Education; [Safeguarding and remote education](#). Our approach to remote learning is outlined in our Remote Learning Policy.

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2025 and [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) online safety standards (including the digital standards for [filtering and monitoring](#) and [cyber security](#) as well as following guidance on [Safe Use of generative AI in education: module 3 – GOV.UK](#)). Any risks arising from our reviews are clearly

² Examples of what could be included in the categories is further detailed in Keeping Children Safe in Education 2023 (Part 2; page 35-36)

recorded as part of our school evaluation and improvement action planning processes. These are reported to and overseen by our Local Governing Body.

All Staff, senior leaders and Governors are appropriately trained (see [Professional Development and Supervision](#)) to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#) sections of this policy.

Preventing Radicalisation (see separate policy)

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

We have a Preventing Terrorism policy in place which outlines how we fulfil this duty.

We fulfil our duty by:

- *promoting fundamental British Values as part of our values and curriculum (refer to relevant policies).*
- *ensuring that we provide a “safe space” for children to understand and discuss sensitive topics, those linked to terrorism and extremism, and learn (according to their age and level of development) how to question and challenge these ideas in a politically balanced way.*
- *being alert to and identify children who may be susceptible to radicalisation into terrorism and where it is assessed as appropriate by the [Designated Safeguarding Lead](#); make a Prevent referral (in line with the local [Preventing Terrorism Processes](#))*
- *monitor and report any hate-based behaviour as part of our Behaviour and Child-on-Child Abuse Policies (Hate related incident reporting processes can be found [here](#)).*
- *outline in our Online Safety and Relationship Sex Health Education Policies (include any other curriculum subjects related policies) how children are being safeguarded from being drawn into terrorism (including visiting speakers) (please also refer to [Teaching our children how to keep safe.](#))*
- *ensure that hosting external speakers or visitors that attend our school premises are suitable and appropriately supervised.*
- *Assess the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area. Any identified risks are referenced in our school evaluation processes; and inform our approach to online safety (including filtering and monitoring and cyber security arrangements).*

We regularly review our adherence to the Prevent Duty. Any actions arising from our assessment are included in our school evaluation and improvement action planning processes. These are reported to and overseen by our Local Governing Body.

All Staff, senior leaders and Governors are appropriately trained (see [Professional Development and Supervision](#)) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with the [Staff Safeguarding Concerns:](#)

[Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#) sections of this policy.

Children potentially at greater risk of harm

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

Children who need 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 and/or neglect and/or complex family circumstances. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Our school works with other agencies, including statutory safeguarding partners, to support vulnerable children, through meeting with social workers. For example, by holding regular meetings in school, taking part in partnership events, and accessing multi-agency training. We also facilitate meetings for individual children and families in school to support easier local access and involvement by children, parents and or carers.

Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life.

At Clive CE Primary School, we ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements. School/setting has an appointed designated teacher who works with the local authority to promote the educational achievement of registered pupils who are looked after in line with [Statutory guidance - Designated teacher for looked-after and previously looked-after children](#)

Children who attend alternative provision

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

Our school supports this by ensuring safeguarding arrangements at any Alternative Provision that we commission are effective and compliant with Keeping Children Safe in Education (Part 2) and Alternative Provision Department for Education.

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

All children aged 5 – 16 are legally entitled to a full time education, suitable to any special educational need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect or child exploitation; as

well as other needs. Our response to persistently absent children and children who are absent from education, supports identifying such abuse, and in the case of absent children, helps prevent the risk of them becoming a child missing education in the future.

Our school promotes that attendance is a strong focus for the whole school community. We work with families to improve attendance on an early intervention basis. We monitor and address attendance barriers. The school takes a pro-active approach to support families, including targeted work to meet the needs of the child e.g. behaviour/therapy support. Our administrator is proactive in working with families to ensure that children are attending school regularly. We work closely with our Education, Welfare Officer (EWO) and monitor attendance each term; fast track meetings are held with parents to promote attendance.

Once the registers are completed our administrator identifies any unauthorised absences and messages are sent to parents, these are followed up as required.

The EWO is contacted for advice if required and will complete a home visit if necessary. We follow Children Missing in Education procedures if needed.

We refer to and use Statutory Guidance on [Children missing education](#) to ensure we comply with our duties regarding children missing education. This includes notifying the Local Authority in line with the [Shropshire Council Children missing education](#) process when removing a child from the school roll at standard and non-standard transition points.

Children who are Electively Home Educated (EHE)

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If a family are discussing EHE or have stated that they would like to EHE, we will try to establish the reasons why this decision has/is being made through arranging a meeting with the family. Consider other options which can be done to support the child.

- IAF referral (inter – agency referral)
- PPM (pre – proceeding meeting)
- Fast Track meeting
- Managed move
- PLP implemented (personalised learning plan)
- Flexi-schooling arrangement
- Inclusion service support
- EWO support (education welfare officer)
- GSP (graduated support pathway) or EHCNA (education, health and care needs analysis) exploration
- Early Help referral/whole family assessment
- Meeting with key professionals and family to create a plan to address any issues or concerns.

1. Ensure that the family understand that they are FULLY responsible for providing their child with an education that is full time and suitable to their child's age and ability and that progress should be demonstrated. No work or resources will be provided by the school. If

this can not be provided, the EHE team will assess education as unsatisfactory and the child will be referred to the Child Missing in Education Team. They will then require the child to attend school otherwise court action will be taken.

2. There is no financial support available.
3. Families must find an examination centre that accepts private candidates.
4. Families are responsible for paying for any examinations.
5. If families are using EHE to avoid non-attendance procedures, they may still be prosecuted/fined as the offence has already been committed. EHE should therefore not be used to avoid school attendance issues.

If a parent still wishes to remove their child for EHE, a letter confirming their decision must be sent to us. This operates with in line with DfE Elective home education guidance and Shropshire Council Elective home education processes and protocols.

Children who have experienced multiple suspensions and are at risk or, have been permanently excluded

It is important that children in our school know and understand how we expect them to behave and we ensure that our school is a safe place where all children feel safe and are able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or experiencing/have experienced abuse or neglect or some other form of adverse experience in their life.

Our Behaviour Policy, outlines the expected standards of behaviour for our children; as well as how the school will support and respond to children with additional needs (including Special Educational Needs and Disabilities, or whose needs or circumstances might affect their behaviour. Where a child's behaviour indicates a safeguarding concern; staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised. If there are concerns that a child's mental health needs may place them at risk of harm (for example concerns about suicidal ideation or attempts, self-harm, eating disorders etc) then staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

We have a senior mental health lead who is a member of staff supported by the senior leadership team. Our school provides extra pastoral support for our children, for example, in class support; Think Brick therapy, Life Shed. We work closely with our families and are able to identify support as and when support is needed. In school support is provided when needs are identified. If needed we will escalate support for our children via Early Help or referrals to Beam./BeeU [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges)

Children with Special Education Needs Disabilities or other health issues

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

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration).

Our school provides extra pastoral support and attention for these children, for example, mental health support, No worries programme at all times we ensure reference to [SEND code of practice](#) and [The SEND local offer / Shropshire Council](#) and [Education for children with health needs who cannot attend school](#)

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As part of relationships education, we use Jigsaw to support our PSHE and RSHE curriculum, which refers to protected characteristics and take account of the publication 'Valuing All God's Children'

Child-on-Child Abuse (see separate policy)

As set out in our [Safeguarding Statement](#); we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our school. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in school, this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their [Professional Development and Supervision](#); which do not just rely upon children telling someone. Staff are expected to follow our [Appendix D: Child-on-Child Abuse Procedures](#)

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

Staff Safeguarding Concerns: Recognise, Respond, Report

Recognise

Be alert and curious!

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

Appearance

Behaviour

Communication.

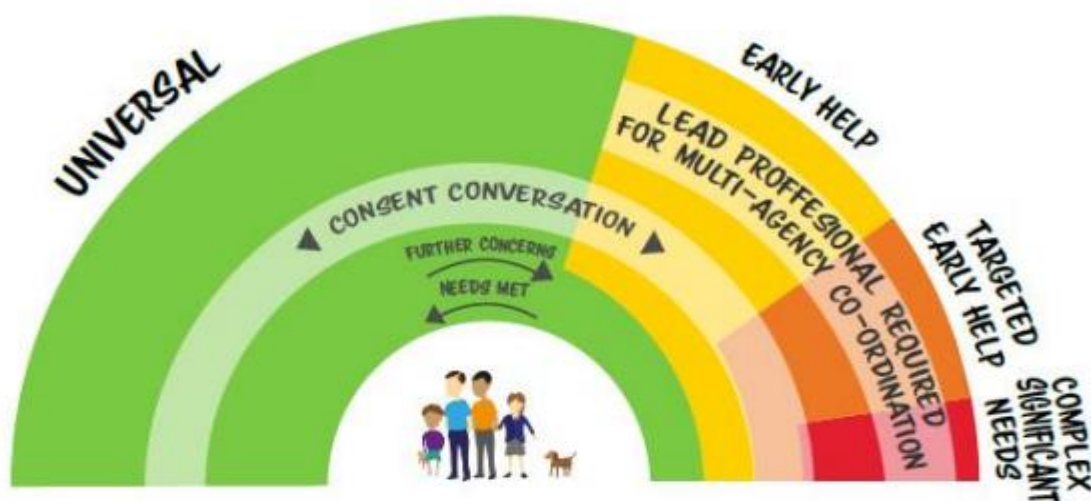
Do not just rely on a child telling you (there are lots of reasons why they won't)

Any child in any family could become a victim of [abuse](#). Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.

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

As well as maintaining their [Professional development and accessing support](#); staff can remind

Levels of Need and Response



themselves of the signs and indicators of abuse and safeguarding issues by referring to: [Keeping Children Safe in Education 2025](#): Part 1 and Annex B. and [SSCP - Contacts and Definitions](#).

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

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

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

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

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

Other systems we have in place: For example, online filtering and monitoring or information from other agencies through [working in partnership](#) etc.

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

Respond

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

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

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

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

Immediate safety

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

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

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

Other relevant policies/processes

Staff may need to follow other school safeguarding policies/processes (see [Linked Policies](#)) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved;

ensuring they act in their best interests. Where there are concerns of child-on-child abuse; [Appendix D: Child-on-Child Abuse Procedures](#) should be referred to.

Injuries

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

We use body maps to record information about physical injuries to a child as part of our accident/behaviour/first aid safeguarding concern [reporting](#) processes.

Seek views and gather information from the child and others.

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

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

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

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

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

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

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

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

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. We will utilise interpreters; Makaton/BSL, Lego therapy as and when necessary.

When concerns are directly shared by a child

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

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

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

When children are sharing their concerns; staff should:

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

Report

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

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

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

Report to Designated Safeguarding Lead

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

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

Record concerns

All safeguarding concerns must be recorded by the staff member in writing by emailing safeguarding@clive.shropshire.sch.uk or by using [Appendix F: Safeguarding Concern Reporting Form](#). **If there is a concern of imminent danger to the child this must be verbally reported immediately to DSL or DDSL and followed up with an email.** Where physical injuries to a child form part of the evidence of the concern; staff will record information about the physical injuries observed on a Body Map.

Each safeguarding concern record should include:

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

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

Designated Safeguarding Lead Response

Safeguarding concerns can be [raised by staff](#) as above; but may also be raised to the Designated Safeguarding Lead by:

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

The Designated Safeguarding Lead will:

Consider and assess the concern

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

- [Keeping Children Safe in Education 2025](#)
- Working Together to Safeguard Children 2023 (particularly Chapters 1 and 3)
- [SSCP Threshold Document](#)
- Other [relevant local tools and pathways](#) (West Midlands Procedures)
- If applicable [Appendix B: Child-on-Child Abuse Procedures](#)
- [When to Call the Police Guidance for Schools](#)

Decide on what action to take

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

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

Actions could include one or more of the below:

- **Manage internally:** in alignment with school policies and processes including offering support to the child and their family through the school pastoral support (Universal/School Early Help) offer in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure in school (including online) safer; adapt the curriculum to ensure we are [Teaching our children how to keep safe.](#) ; or [Working in Partnership](#) .
- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring the child or their family enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](#) and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the [SSCP Thresholds document](#) and [relevant local tools and pathways](#).
- **Report to the Police.** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

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

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

Record actions, decisions, and outcomes

On the child protection file and in line with [Record Keeping and Information Security](#) . This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see [Working in Partnership](#)).

Manage and oversee any ongoing response

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

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



Safeguarding Children – Contacts, Definitions and Information

There is an equivalent document for Safeguarding adults which can be accessed at [Keeping Adults Safe in Shropshire](#) and [Shropshire Safeguarding Partnership](#)

Document author: Corinne Chidley, Learning and Development Co-ordinator - Shropshire Safeguarding Community Partnership. **email:** corinne.chidley@shropshire.gov.uk

If you are aware that a child or adult could be at risk of or is being abused or neglected it is important that you let the right people know so that the right help can be given to the child and their family.

Doing nothing is not an option!

Phone Shropshire Council First Point of Contact (FPOC)

Access to Compass - Children's Social Care Front Door and Targeted Early Help **0345 678 9021**

Adult Social Care and Safeguarding Concerns **0345 678 9044**

Telford and Wrekin Family Connect 01952 385385
Family front door including Child Protection Referrals

Designated Officer in the Local Authority (LADO) 0345 678 9021
(If you have a Safeguarding concern about the behaviour of a member of staff or volunteer)

Out of Hours Emergency Social Work Teams:

Shropshire 03456 789040

Telford & Wrekin 01952 676500

West Mercia Police Emergency 999
Shropshire Council 'Report'

West Mercia Police Non-emergency 101 To report to

Child Protection and Safeguarding Procedures Manual

<http://westmidlands.procedures.org.uk/>

1. Statutory Child Protection Procedures
2. Regional Safeguarding Guidance
3. Local Area Specific Safeguarding Information and Procedures (please select Shropshire)

Support Services

- AXIS (for adult and child survivors of sexual abuse) 01743 357777 or 01952 278000
- Beam for telephone support email askbeam@childrenssociety.org.uk
- Bee U 0300 124 0093
- ChildLine 0800 1111
- Kooth Free, safe, anonymous online support for young people www.kooth.com
- Children and Young Person Sexual Assault Referral Service 0808 196 2340
- ISVA (Independent Sexual Violence Advisor) service 01743 243007

- Men's advice line support for male victims of domestic abuse 0808 801 0327
- NSPCC (24 hour) 0808 800 5000
- Respect Helpline (for advice and support to help you stop being violent and abusive) 0808 8024040
- Samaritans 08457 909090
- Shropshire Domestic Abuse Helpline 24 hours 0800 783 1359
- Shropshire Domestic Abuse Service (SDAS) 0300 303 1191
- Shropshire Family Information Service 01743 254400
- The Branch Project 01905 611655 or 01432 266551
- Victim Support (24 hours) 0808 168 9111
- We Are With You <https://www.wearewithyou.org.uk/services/shropshire/> 01743 294700

SSCP Training links and Contacts

As result of, and to support, the extraordinary pressure and challenges being placed upon our multi-agency partners to manage the current impact of COVID-19 in Shropshire, all SSCP Multiagency face-to-face Safeguarding Training has been suspended until further notice.

Several training modules are now being delivered online via Microsoft Teams and further virtual training modules will be added when available. The SSCP Multi-agency Training Schedule is regularly updated to reflect the training currently on offer and all bookings are made via our webpage shown below.

All training modules are reviewed regularly in response to emerging national and local safeguarding themes, publications, statutory frameworks, research, and legislation. Our training reflects current Shropshire practice and procedures.

In addition, SSCP offers several free, certificated e-learning modules through Virtual College. This training is at a raising awareness level. These modules can again be applied for by registering with and logging in to your SSCP learner record from our webpage.

SSCP Multi-agency Training Team Tel: 01743 254370

Email: SSCPtraining@shropshire.gov.uk

To view the current Training Schedule and to book training -
<http://www.safeguardingshropshireschildren.org.uk/professionals-and-volunteers/safeguardingtraining/>

Other e-learning training available from other sources includes:
 Female Genital Mutilation (FGM) <https://www.fgmelearning.co.uk/>
 PREVENT www.elearning.prevent.homeoffice.gov.uk/b/screen1

Department of Health (DoH) to help healthcare professionals and partners protect and identify young people at risk of abuse or exploitation <http://www.seenandheard.org.uk/>
 Suicide Prevention Training <http://zerosuicidealliance.com/>



Shropshire Strengthening Families through Early Help

Early help means taking action to support a child, young person, or their family as soon as a problem emerges. It can be required at any stage in a child's life, from pre-birth to adulthood, and

applies to any problem or need that the family can't deal with alone.

As result of, and to support, the extraordinary pressure and challenges being placed upon our multi-agency partners to manage the current impact of COVID-19 in Shropshire, all Early Help Multi-agency face-to-face Training and Network Meetings have been suspended until further notice. All Network Meetings and some Training is now being offered virtually via Microsoft Teams.

For further information on Early Help Training or Network Meetings, please visit the webpage below or email sscpbusinessunit@shropshire.gov.uk

Website: <https://shropshire.gov.uk/early-help/practitioners/>

Appendix A

The Role of the Designated Safeguarding Lead

In carrying out any of the below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that Designated Safeguarding Leads are familiar with the content of the following key documents:

- the Department for Education's (DfE) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2025
- 'Working Together to Safeguard Children' 2023
- Ofsted Inspecting safeguarding in early years, education and skills settings 2025
- The Prevent duty 2023
- Early Years Foundation Stage Statutory Framework 2025 (EYFS)
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a senior member of staff, from the school or college **leadership team**.
- Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the Shropshire Safeguarding Community Partnership (SSCP) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to Deputy Designated Safeguarding Leads.
- Ensure that all Deputy Designated Safeguarding Leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake "Prevent" awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to LA children's social care.
- Referring cases to the Channel programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the Channel programme
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required and ensuring that the Designated Officer in the Local Authority (LADO) is informed.
- Referring cases where a crime may have been committed to the police as required
- Ensuring that all staff have regular child protection updates (at least annually)
- Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Community Partnership endorsed child protection awareness training every three years.
- Ensuring all Deputy Designated Safeguarding Leads regularly update their child protection training (at least annually) and attend Shropshire Safeguarding Community Partnership endorsed child protection update training every two years
- Ensuring the school/college is compliant with the 'Prevent' duty requirements so that:
 - All staff are trained in awareness of "Prevent".
 - All teachers are trained in "Prevent" curriculum requirements including British Values.
 - The school can demonstrate the impact on the pupils of promoting British Values.
 - The Deputy Designated Safeguarding Leads are clear about their lead role in respect of "Prevent" and the process of a "Prevent" referral.

- The job description of the Deputy Designated Safeguarding leads also includes the “Prevent” duty.
- The e-Safety Policy and the Child Protection Policy clearly state the “Prevent” duty.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership team.

Working With Others - The Designated Safeguarding Lead must:

- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the “case manager” and the LADO if relevant i.e. if there are safeguarding or child protection concerns relating to a staff member.
- Liaise with staff especially pastoral staff, school nurses, IT Technicians, SENCos and Senior Mental Health Leads on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice, and expertise for staff.
- Lead on or participate in Early Help Multi-Agency interventions.

Training – The Designated Safeguarding Lead must:

- Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.
- Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school or college Child Protection Policy and procedures, especially new and part time staff.
 - Are alerted to the specific needs of children in need, those with special educational needs and young carers.
 - Can keep detailed, accurate, secure written records of concerns and referrals.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the police if they suspect a child has suffered FGM (this is a legal requirement for all teachers; Serious Crime Act 2015).
 - Encourage a culture of listening to children and take account of their wishes and feelings.

Child Protection Files – The Designated Safeguarding Lead must:

- Consider if it would be appropriate to share any information with the new school in advance of a child leaving.
- Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998 and GDPR.
- Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

Availability

During term time, the Designated Safeguarding Lead should ensure that they (or a deputy) are always available (during school hours) for staff in the school to discuss any safeguarding concerns.

Appendix B

The role of the Deputy Designated Safeguarding Lead

In carrying out any of the role set out below, your role of **Deputy Designated Safeguarding Lead** should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that Deputy Designated Safeguarding Leads are familiar with the content of the following key documents:

- The Department for Education's (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2025
- 'Working Together to Safeguard Children' 2023
- Ofsted Inspecting safeguarding in early years, education and skills settings 2016 ▪ The Prevent duty July 2025
- Shropshire Safeguarding Community Partnership (SSCP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2025 (EYFS)

As Deputy Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCP child protection (CP) procedures and act on child abuse within school.
- Provide support and guidance to all members of staff.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCP guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.
- Will have responsibility to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- Supporting staff, both teaching and non-teaching, to have access to the SSCP procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.
- Referring cases to the "Channel" programme where there is a radicalisation concern as required.
- Supporting staff who make referrals to the "Channel" programme.
- Supporting the school/college to be compliant with the 'Prevent' duty requirements so that:
 - All staff are trained in awareness of "Prevent"
 - You are clear about your supporting role in respect of "Prevent" and the process of a "Prevent" referral.

Working With Others – As Deputy Designated Safeguarding Lead, you will:

- Liaise with the senior Designated Safeguarding Lead, Headteacher or principal to inform him or her of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice, and expertise for staff.

Training

- As Deputy Designated Safeguarding Lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.
- As Deputy Designated Safeguarding Lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you can:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.
 - Are alert to the specific needs of children in need, those with special educational needs and young carers.
 - Can keep detailed, accurate, secure written records of concerns and referrals.
 - Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
 - Inform the police if it is suspected a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

Availability

During term time, you should ensure that you are available (during school hours) for staff in the school to discuss any safeguarding concerns.

Appendix C: Alternative Provision Quality Assurance Checklist

Alternative Provision Quality Assurance Checklist

Name of alternative provision:

Name of person completing checklist (from host school):

All agencies and settings who place pupils at alternative provision **MUST** quality assure the placement.

This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.

		On file/ eviden ce of check	Date and Initial
1	If this quality assurance check is a review, please confirm the date of previous assurance check.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time ¹ education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is “looked after” by a local authority 1 - There is no legal definition of what constitutes ‘full-time’ education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education.		
3	What is the provider’s DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil’s attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when pupils fail to attend or the placement breaks down? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils		

	- Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place (including information sharing that are referenced in the SLA) to safeguard children in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an online safety policy in line with KEEPING CHILDREN SAFE IN EDUCATION? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; <ul style="list-style-type: none"> • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the Single Central Record?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N <ul style="list-style-type: none"> - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit 		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings when necessary? Y/N		

Action Plan

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

Action reference number.	Area for improvement	Intended action

Signed by host school:

Date:

Signed by Alternative Provision:

Date:

Appendix D: Child-on-Child Abuse Procedures

It is recommended that we are familiar with [Addressing child-on-child abuse: a resource for schools and colleges \(farrer.co.uk\)](https://www.farrer.co.uk/resources/child-on-child-abuse-a-resource-for-schools-and-colleges/)

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

- Expecting all staff and Governors/Trustees in our school to ensure they are adhering to and promoting the commitments we make in our [Safeguarding Statement](#).
- Ensuring staff are aware of and respond to signs and indicators of child-on-child abuse. This includes ensuring that our Designated Safeguarding Lead and other relevant staff have completed training in how to assess and respond to child-on-child abuse. For further detail; please refer to [Professional Development and Support](#).
- Being clear how we expect our children to behave towards one another. Our Behaviour Policy outlines these expectations; how the school will support our children to understand and fulfil them; and how we will prevent and respond to behaviour which falls below our expected standards (including all forms of bullying – (see Anti bullying policy) Where behaviour also indicates child-on-child abuse; staff will adhere to the processes outlined in this section.
- Ensuring we are [Teaching our children how to keep safe](#).
- Making sure that children who experience or are at risk of experiencing abuse from other children are identified, feel supported and safeguarded from further harm.
- Making sure that children who have caused or are identified as being at risk of being abusive in their behaviour towards other children are identified, supported and safeguarded from engaging in further harmful behaviour.
- Making sure that we are taking positive action to ensure that [Children who are more vulnerable to child-on-child abuse](#) are not disproportionately impacted by child-on-child abuse in our school.

What is child-on-child abuse?

Child-on-child abuse:

- Is when a child or group of children inflicts harm or fails to act to prevent harm to another child.
- Actions that cause harm can be a single serious incident or a pattern of incidents.
- Harm caused to a child can be physical, emotional and/or psychological; and can include witnessing the ill treatment of others.
- Can happen both inside and outside of school; at home or someone else's home; in public spaces and online. In the school context; we know that child-on-child abuse can take place in spaces and at times of the school day where children are less likely to be supervised. We also know that where child-on-child abuse is taking place outside of school (including online) this abuse can also continue and have an impact on a child when they are at school.
- Can be defined in different ways (examples are outlined in Keeping Children Safe in Education 2025:
- A child may experience one or multiple types of child-on-child abuse at the same time.

Children who are more vulnerable to child-on-child abuse

Please read this alongside [Children potentially at greater risk of harm](#).

Children who are perceived to be different to others can be particularly vulnerable to child-on-child abuse. When children are abused by other children; there is more often than not a misuse of

power or privilege by the child(ren) causing harm. This can have a significant impact on the emotional development and mental wellbeing of the child who is being harmed; and lead them to feel isolated, unsafe, and traumatised.

Children who harm others may have additional or complex needs. Harmful behaviour by children can also be a sign or indicator that a child has an unmet need or could indicate that they themselves are at risk of or are experiencing/have experienced abuse or neglect or some other form of adverse experience³ in their life. Children who harm other children may have power or privilege over a child(ren) they are causing harm to but can also be powerless or vulnerable in other part of their lives.

Child-on-child abuse is harmful to all children involved.

Evidence⁴ indicates that children from particular groups are more vulnerable to child-on-child abuse. This includes children who:

- Have special education needs and/or disabilities and/or health issues.
- Have already been and/or are experiencing abuse or some other kind of adversity or trauma. This includes children who are looked after or who have a social worker due to safeguarding concerns.
- Are eligible for free school meals. Socio economic inequality can increase incidents of bullying.
- Are from Black, Asian and/or other minoritized ethnic communities (including travelling communities and children for whom English is an additional Language). These children are more likely to be the target of hate-related behaviour/crime. They are less likely to be identified as children who are being harmed and more likely to be over identified as children who are a risk of causing harm. This is known as adultification bias⁵.
- Identify as Lesbian Gay, Bi-Sexual; Transgender (LGBT). These children are more likely to be the target of bullying and/or hate-related behaviour/crime and harmful sexual behaviour and abuse.
- Are female. Girls are more vulnerable to harmful sexual behaviour and abuse in intimate personal relationships.
- Are male. Boys are more vulnerable to experiencing bullying; particularly that which is physical in nature (including being forced to carry out initiation or other acts which humiliate or degrade: known as hazing).

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

³ See [Understanding trauma and adversity | Resources | YoungMinds](#) for further information.

⁴ Evidence sources:

- Keeping Children Safe in Education 2025; Part 2: Children potentially at greater risk of harm.
- [Prevalence of bullying \(anti-bullyingalliance.org.uk\)](#).
- [Safeguarding d/Deaf and disabled children | NSPCC Learning](#);
- [Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](#);
- [Safeguarding LGBTQ+ children and young people | NSPCC Learning](#);
- [Spotlight #3: Young people and domestic abuse | Safelives](#).
- [Addressing child-on-child abuse: a resource for schools and colleges \(farrer.co.uk\)](#)

⁵ [Adultification bias within child protection and safeguarding \(justiceinspectors.gov.uk\)](#)

When is child-on-child behaviour considered abusive?

We recognise the importance of distinguishing between behaviour that is developmentally appropriate, problematic, or harmful. Harmful behaviour is abusive. It can also (but not always) include physical abuse.

In considering whether behaviour is abusive; staff should consider:

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

The needs and circumstances of the child who is identified as being potentially harmed should always be considered. This should also include ensuring that their wishes and feelings are sought and recognised in considering the impact upon them.

Even where children do not/are not able to express their wishes and feelings; staff should also pay attention to other potential signs/indicators of abuse (please refer further to [Staff Safeguarding Concerns: Recognise, Respond, Report](#))

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

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

Features of abusive behaviour⁶ can include:

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

⁶ Adapted from Hackett Continuum as described in [Understanding sexualised behaviour in children | NSPCC Learning](#). When drawing on Hackett's continuum, in order to assess the seriousness of other (i.e. non Harmful Sexual Behaviour) alleged behaviour, it should be borne in mind that there are some aspects of Hackett's continuum which may not of course be relevant or appropriate to consider (see [Farrer and Co \(2022\) page 35-36](#))

Our response to child-on-child abuse

In most instances, we will use our Behaviour policy to manage the conduct of children towards each other. However, where behaviour is considered abusive or indicates safeguarding concerns; then staff will also need to raise such concerns to the Designated Safeguarding Lead in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) section.

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

- Part 5 Keeping Children Safe in Education 2025.
- [Use of reasonable force in schools](#)
- [Searching, screening and confiscation at school](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [When to call the police: guidance for schools and colleges](#).

Risk and needs assessment.

All staff will immediately consider how best to support and protect **all children involved** in child-on-child abuse incidents; ensuring they act in their best interests.

We may deem it necessary to complete a formally recorded risk and needs assessment for all children involved in child-on-child abuse incidents. The decision to complete a formal risk assessment will be taken by the Designated Safeguarding Lead. This formal assessment will always take place where there is evidence of [violent or abusive behaviour](#).

The purpose of the risk and needs assessment is to safeguard **all children involved** (including children who may not be at the school, such as siblings) and will clearly outline the strategies to be put in place to mitigate risk and address any identified needs.

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

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

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

Our template risk and needs assessment can be found below:

Also see: [Addressing child-on-child abuse: a resource for schools and colleges \(farrer.co.uk\)](#)

Response

The parents/carers of **all involved children** will be notified of and involved in our response. We will only share the details of other children to parents/carers who do not have parental responsibility for them where we have consent to do so or where a decision has been taken to share to enable them to effectively safeguard their child (please also refer to [Record Keeping and Information Security](#))

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

- **Manage internally** in alignment with our Behaviour Policy and pastoral support offer in a way which addresses the needs/risks identified. Any sanctions imposed on the child causing harm will be proportionately balanced with any other responses (such as police involvement) and take accounts of risks and needs; as well as the ongoing impact on/risk to the child who has been harmed or others. This may also include actions to make locations/school infrastructure (including online) safer; adapt our curriculum to ensure we are [Teaching our children how to keep safe.](#); or [Working in Partnership.](#)
- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring **any child involved** to enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](#) and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the [SSCP Thresholds document](#).
- **Report to the Police.** We will take account of [When to call the police: guidance for schools and colleges.](#)

Recording and monitoring

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

Risk Assessment for Child-on-Child (Peer-on-Peer) harmful sexual behaviours including sexual abuse and harassment

The terms child/young person 1 and 2 are used throughout this document so as to record and assess risks and decisions for both parties remembering they are both children/young people and so as not to label a child or offer any presumption of guilt, pending any investigations.

The person completing should identify each child/ young person within the document so that both parties are considered in any risks identification and mitigating actions planned or taken already.

Each question must be answered for each child/ young person with consideration of both and their wishes.

Consideration will also be given to the wider school community.

Consent for sharing information between parties should be considered and sought where appropriate to do so. This will be determined on a case-by-case basis.

All decisions and actions will be recorded, and where appropriate the relevant agencies should be consulted.

This risk assessment should be reviewed regularly as set out at initial planning and after any completion of intervention or outcome.

A risk assessment should be completed for ALL cases relating to sexual violence or alleged sexual violence. This is defined in law, Sexual Offences Act 2002 as "Criminal acts: rape, assault by penetration and sexual assault".

The risk assessment should be completed with reference to HIPS procedures, KCSiE, DFE Sexual Violence and harassment in schools and colleges, education setting policies and together with any relevant safeguarding partners or agencies.

The overview of possible offences, which can be found in the appendix, may assist in decision making. It should be noted by all professionals completing this risk assessment, that should any incident lead to investigation and court that this document could be included in court evidence. It should therefore be completed professionally and factually with this in mind.

Person 1:	Person 2:	Additional person/s:
Person completing R/A:		
Date of completion:	Planned review date:	

	What to consider	Set out Decision-making reasons (Q2-18 only)	How does this apply to/ affect person 1?	How does this apply to/ affect person 2?	Actions needed to reduce risk (yes/no) See action grid below for details
1	Brief description of the incident/report. Include date, location, who reported and managed				
2	Is it harmful, problematic or developmentally appropriate behaviour? Use toolkit definitions	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate			<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Is the incident/ report indicative of a crime / potential crime?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			
4	Have police been informed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Is it necessary to limit contact between the children / young people involved? Use DFE guidance and police advice if appropriate	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Is there actual or perceived threat of harm to either party as a result of the incident / report?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> Actual <input type="checkbox"/> Perceived			<input type="checkbox"/> Yes <input type="checkbox"/> No

7	Have any actions already been taken, and if so by whom? E.g. the setting, external agency etc	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure			<input type="checkbox"/> Yes <input type="checkbox"/> No
8	Do both parties share classes?	<input type="checkbox"/> Yes – all or some <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
9	Do both parties share breaktimes or outside spaces?	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Do both parties share transport to and from school / college?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A			<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Are they likely to come into contact with each other (or anyone involved in / with knowledge of the incident) outside of school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			<input type="checkbox"/> Yes <input type="checkbox"/> No
12	How can any such contact be limited or mitigated?	<input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Has consent to share information where needed been discussed with both parties? (consider with agencies and each other)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Consent agreed <input type="checkbox"/> Not required	Outcome of consent discussion	Outcome of consent discussion	<input type="checkbox"/> Yes <input type="checkbox"/> No
14	Is there risk or harm or hindrance of investigation from social media / gossip?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			<input type="checkbox"/> Yes <input type="checkbox"/> No

15	Has referral for internal support been made?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
16	Has referral for support been made to external services?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
17	Has a referral been made to CRS?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reasons			
18	Is there any other contextual information relevant to consider in decisions and actions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Info			

Risk assessment outcome

Overall Risk assessment

	Risk from person 1 to others, individual or community	Risk to person 1 from others	Level of possible future harm to others, individuals or community from person 1	Level of possible future harm to person 1 from others
Person 1: add name	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate
	Risk from person 2 to others, individual or community	Risk to person 2 from others	Level of possible future harm to others, individuals or community from person 2	Level of possible future harm to person 2 from others
Person 2: add name	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate	<input type="checkbox"/> Harmful <input type="checkbox"/> Problematic <input type="checkbox"/> Developmentally appropriate

Replicate tables if more than two individuals

Guide for table decisions

Sexual development and behaviour in children | NSPCC Learning

RISK High – repeat incident likelihood is strongly present, or other incidents likely either by knowledge of previous incidents or issues within current incident present, report to police made for current incident

RISK Medium – risk of repeat incident is possible, or further incident linked to issue, may have some context increasing risk from low, may have sought advice or guidance from safeguarding partner – police/health

RISK Low – risk of repeat incident is unlikely, no or limited context to indicate future linked behaviours

Risk Assessment for Child-on-Child (Peer-on-Peer) harmful sexual behaviours including sexual abuse and harassment

Action required from RA outcome	When and by whom?	How is this planned to reduce risk?	Decision made by whom and when?	Review date

Planned review date

REVIEW of Risk assessment completed on: (add date)

Persons involved in review:

Outcome from review:

Risk levels for person 1 linked to original RA:

Risk levels for person 2 linked to original RA:

Action required from RA outcome	When and by whom?	How could this reduce risk?	Decision made by whom and when?	Further review date

Further review date

Persons to be involved

Appendix E

Clive CE Primary School and Nursery
The Hill
Grinshill
Shrewsbury
Shropshire
SY4 3LF

Telephone: 01939 220385

Receipt of Pupil's Confidential File

Name of child:	
DOB:	
Name of school sending CP file	
Address of school sending CP file.	
Method of delivery:	BY HAND SECURE POST ELECTRONICALLY
Date file sent:	
Name of DSL sending file:	
Name of person transferring records to:	
Signature:	

PART 2: To be completed by the receiving school

<u>Name of school receiving file:</u>	
<u>Name of person receiving file:</u>	
<u>Address of school receiving file:</u>	
<u>Date received:</u>	
<u>Date confirmation slip sent:</u>	
<u>Signature:</u>	

Receiving schools are asked to complete part 2 and return to us in the enclosed SA

Appendix F: Safeguarding Concern Reporting Form

Recording a concern about a child's safety or welfare

Part 1 – For staff use.

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern: <i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</i> <i>What is the pupil's account/perspective ?</i>	<i>Complete attached body map if relevant.</i>		
Reported to:		Role of person reported to:	
Signed:			
Date:			

Part 2: For DSL/Deputy DSL to complete.

Action taken:		Advice sought: <i>(From whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		If not, state reasons why	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		If not, state reasons why	
Feedback to referring member of staff:			By whom
Response to / action taken with pupil:			By whom
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i> Any other action required:			
Signature of DSL		Date	

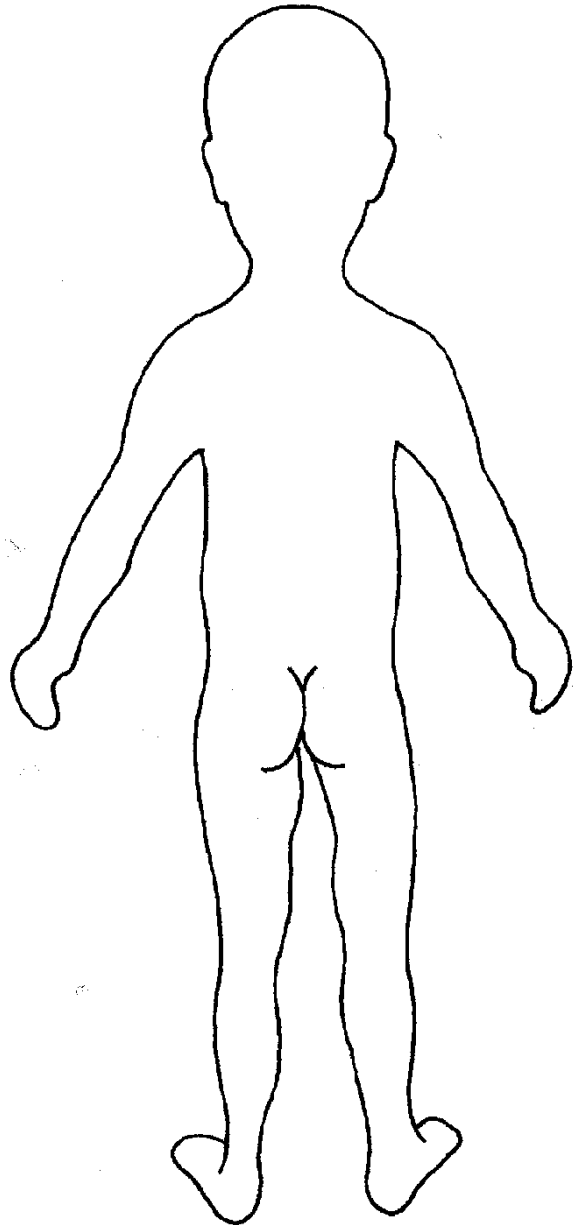
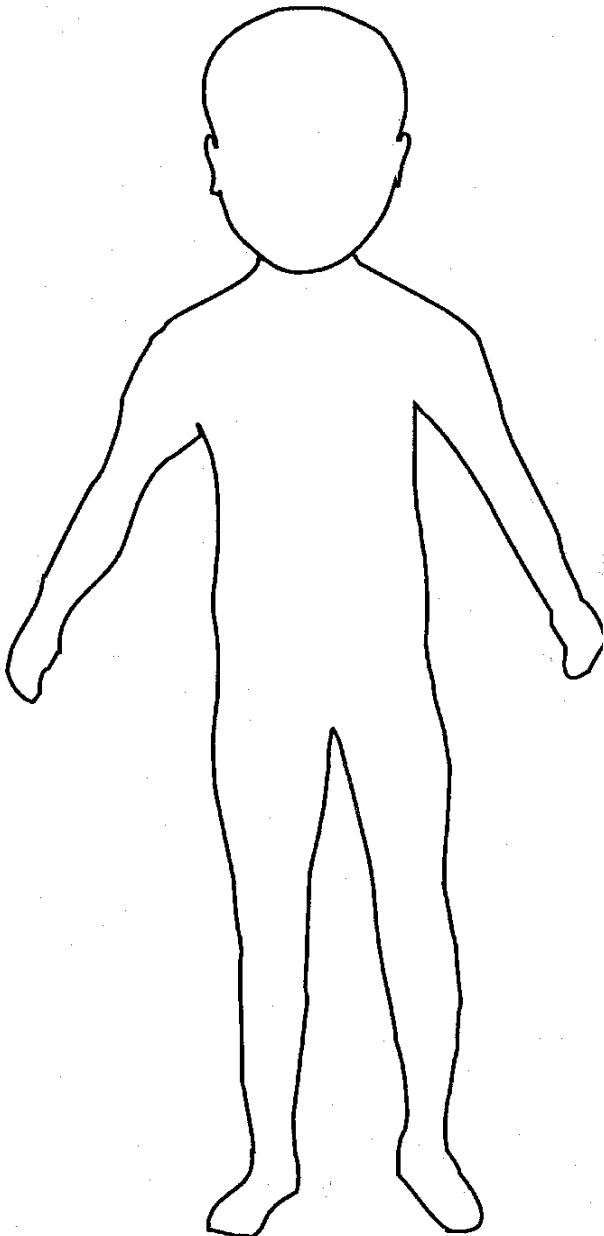
Body Map

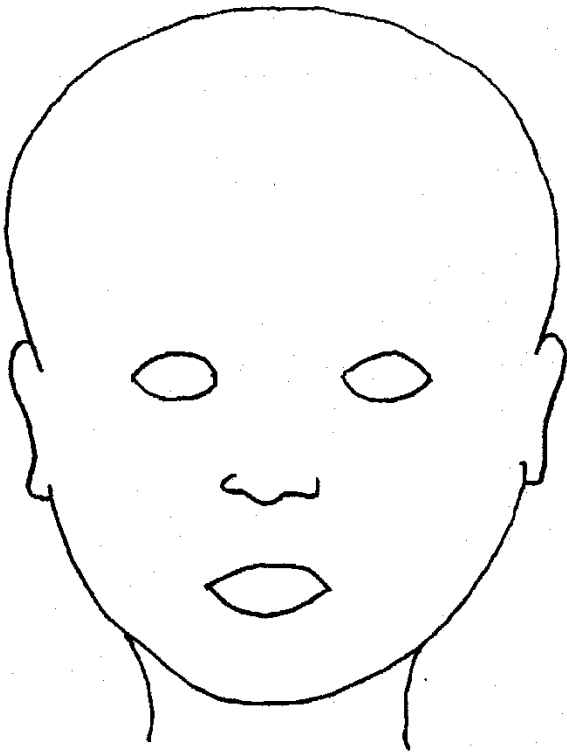
(This must be completed at time of observation)

Name of Child: _____ Date of Birth: _____

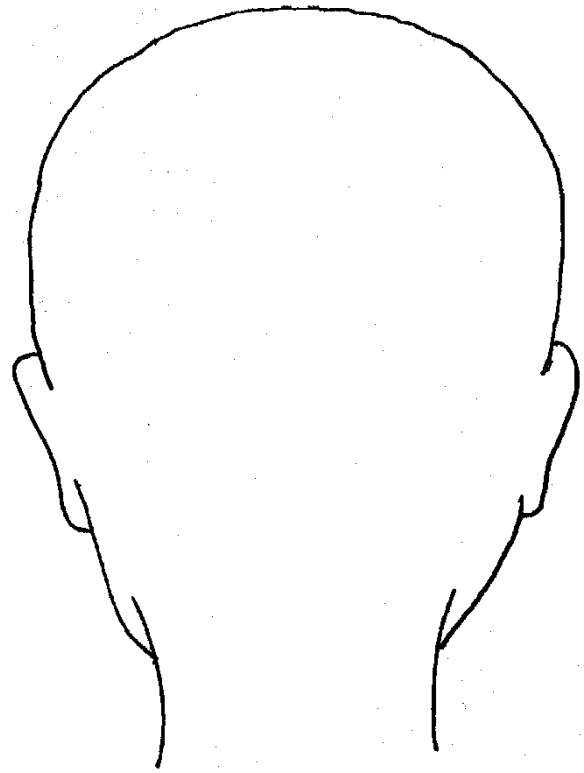
Name of observer: _____ Job title: _____

Date and time of observation: _____

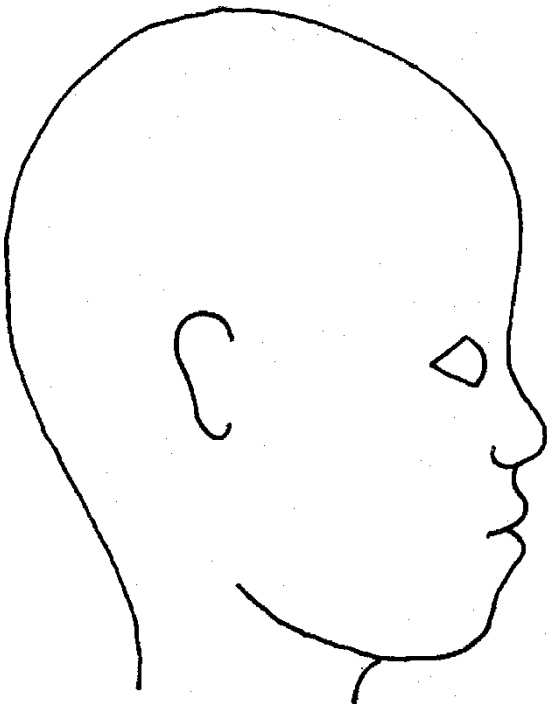




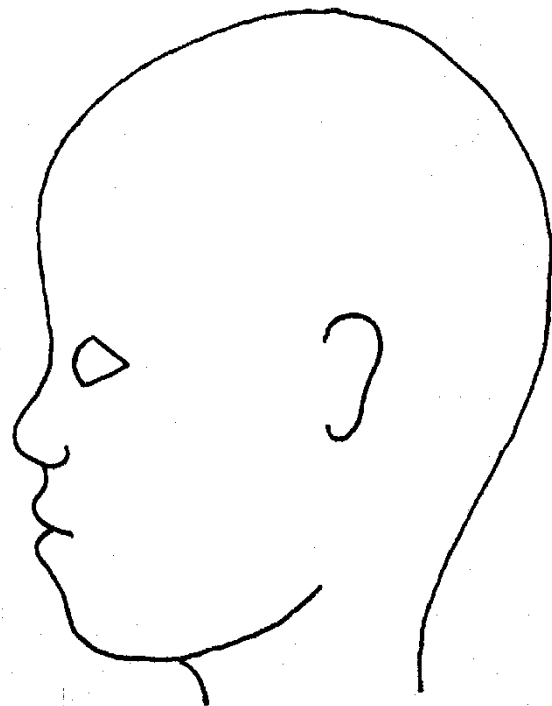
FRONT



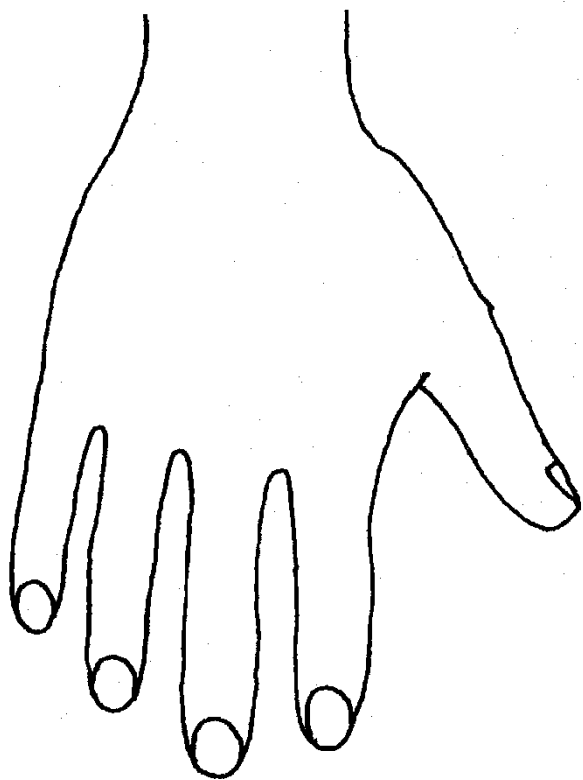
BACK



RIGHT



LEFT



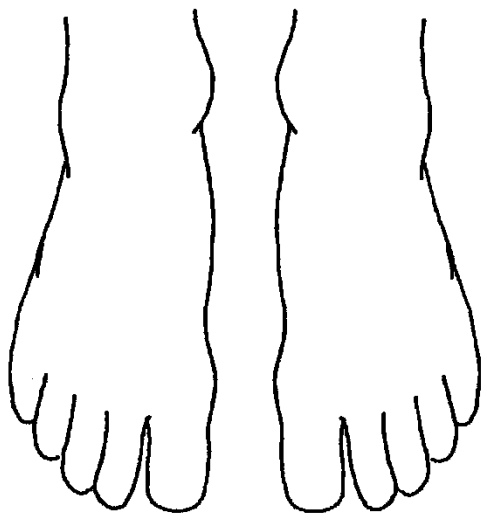
R



L

BACK

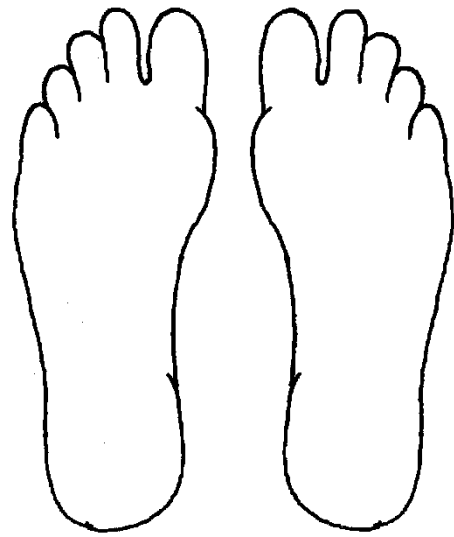




R

TOP

L



R

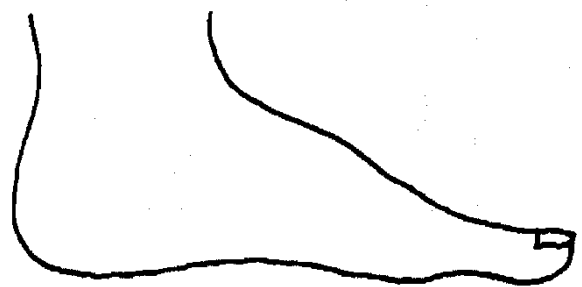
BOTTOM

L



R

INNER

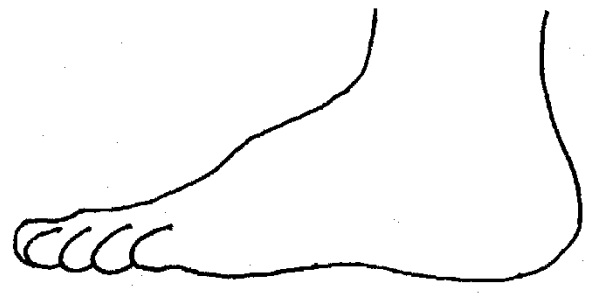


L



R

OUTER



L

Shropshire Multi-Agency Referral Form

(MARF)

This form should be used to make **contact** with Children's Social Care, should your request for a referral not be accepted then your information will remain as a contact on the child's electronic record. PLEASE NOTE the parent will be notified of your contact and the actions taken, you will be copied into this letter as notification/feedback on your contact into Children's Social Care.

BEFORE PROCEEDING PLEASE ensure you have referred to the [Threshold Document](#) on the local pages of the [West Midlands Safeguarding Procedures](#).

You MUST inform those with parental responsibility of your contact and seek consent for a referral to be made.

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, it is considered good practice to inform an adult with parental responsibility that you are making a referral, unless to do so may:

- Place the child at increased risk of Significant Harm
- Place any other person at risk of injury
- Obstruct or interfere with any potential police investigation
- Lead to unjustified delay in making enquiries about allegations of significant harm

The child's interest must be the overriding consideration in making such decision. Decisions should be recorded within your own agency's records.

If the matter is urgent then please telephone First Point of Contact (FPOC) on 0345 6789021 or if you are concerned about an immediate risk telephone the police on 999. Following a **verbal request for a referral** the MARF must be fully completed and forwarded within 24 hrs to the Compass Team email account (you will need to do this securely*): Compass.Referrals@shropshire.gov.uk

First Point of Contact (FPOC)	0345 678 9021
Out of hours Emergency Duty Team	0345 678 9040

Have you obtained parental consent to make a referral and share information?			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
If you haven't obtained parental consent , why not?			
1. Child / Young Person Details (if more than one child can you please list all the children's details in the boxes below, a separate MARF for each child is not required).			
Child's First Name		Child's Surname / Last Name	
Any alternative name			
Date of Birth or Estimated Date of Delivery	Gender (M/F)	Gender Identity	Language or preferred method of communication e.g. sign language
Religion	NHS number		

Name of Parents / Carers: Include all adults involved in the care of the child				Date of Birth		Contact Telephone Number	
Who holds parental responsibility?				Does the child have any special needs disability?			
				Yes <input type="checkbox"/> No <input type="checkbox"/>			
Home Address:				Any other relevant addresses:			
Post Code				Post Code			
2. Ethnic Origin (please check as applicable)							
White:		<input type="checkbox"/> White English / Welsh / Scottish / Northern Irish / British <input type="checkbox"/> White Irish <input type="checkbox"/> Gypsy or Irish Traveller <input type="checkbox"/> Any other White background please specify.....					
Mixed / Multi-Ethnic Group:		<input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other Mixed Multi-Ethnic background, please specify.....					
Asian / Asian British:		<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Asian background, please specify.....					
Black / African / Caribbean / Black British:		<input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black / African / Caribbean background, please specify...					
Other ethnic group:		<input type="checkbox"/> Arab <input type="checkbox"/> Any other ethnic group, please specify.....					
3. Other Significant Family Members / Adults and children e.g. siblings, grandparents and any other people residing in the home							
Name		Relationship		Contact Phone Number		Address	
4. Contact information: of other agencies involved if known (please add others you think may be relevant)							
Agency		Name		Address		Telephone	
GP							

Health Visitor			
School			
School Nurse			
Other Agency			
Other Agency			
Other Agency			
Other Agency			

5. Have you discussed Early Help with the family prior to making this request for a referral? This is not designed to be a barrier but may offer the family the opportunity to engage in the support needed to address your concerns about the child(ren).

Yes ☐

If yes please give details of the early help offered.

No ☐

If Early Help wasn't discussed or offered why not?

6. Reason for request for referral

What evidence / information are your concerns based on, please identify your specific concerns. State how long you have known the child and in what capacity, i.e. as teacher, doctor etc Please give as much concise and evidence-based information as possible to help us in our assessment.

7. What are your concerns for the child?

8. Which level threshold level do you feel this referral meets

Level 1 Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Level 2

Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child or young person. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met a lead professional will coordinate a whole family assessment and plan around the child.

Level 3 –

Targeted Early Help

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity. Children with additional needs: These children are potentially at risk of developing acute/ complex needs if they do not receive early targeted intervention.

Level 4 –Complex

Significant Needs

These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17-1989 Children Act states a child shall be taken to be in need if: (a) He is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) His health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) He is disabled.

9. What support do you think this child/family require? For example, help managing the child(ren)'s behaviour, help managing the home conditions, respite, etc

10. Is there a perceived risk that could place those making contact with this family in danger i.e. violence to staff, dangerous dog, etc?

Yes ☐ No ☐

If yes, please specify what the identifies risk is:

If you are making a request for a Child in Need referral, agreement **must** be sought from the parent/carer (and where appropriate the young person). If parental agreement is not obtained it will not be possible to progress a Child in Need referral.

If you are making a referral of a child protection concern and are unsure about whether to advise the parent/carer about the referral, you should consult your agency about this issue. If you remain unsure about whether the parent/carer should be contacted/informed about the referral i.e. due to evidence being compromised, or someone being placed at risk, please consult Children's Services in the first instance.

11. Referrer details	
Name and Status	
Email Address	
Work Address	
Contact Telephone Number	
Signature	
Date	

The MARF must be fully completed and forwarded within 24 hrs of a telephone referral to the Compass Team
Compass.Referrals@shropshire.gov.uk

Or

By post:

Compass
Mount Mckinley
Shrewsbury Business Park
Anchorage Avenue
Shrewsbury
SY2 6LG

* Government organisations have been advised to adhere to the TLS encryption delivery of email over the internet. Shropshire Council and Compass team will soon be sending out all secure data using TLS encryption.

Do you send and receive TLS 1.2 encrypted email? Please contact your support desk if you need advice or support.

Notification of the outcome of your request for a referral:

Shropshire's procedures note The Children and Young People's Services should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children and Young People's Services Team.

Please note as from 02.01.19 our process of notification is changing, as from 02.01.19 the parent will be notified of your contact and the actions taken, you will be copied into this letter as notification/feedback on your contact.

Appendix H

DEFINITIONS OF ABUSE

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional – Behavioural Observations

- Physical, mental and emotional development lags,
- An extreme change in views,
- Acceptance of punishment which appears excessive,
- Over-reaction to mistakes,
- Continual self-deprecation,
- Sudden speech disorders,
- Language delay,
- Fear of new situations.
- Inappropriate emotional responses to painful situations,
- Repetitive or habitual behaviours (such as hair twisting, thumb sucking, rocking),
- Self-mutilation,
- Fear of parents being contacted,
- Extremes of passivity or aggression,
- Being the scapegoat in the family,
- Coldness/hostility/constant criticism.
- Online privacy settings are not activated.

Domestic Abuse

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

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

Controlling Behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour

Coercive Behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

<https://www.gov.uk/domestic-violence-and-abuse>

Prevent

Prevent is one of the most challenging parts of the counter terrorism strategy, because it operates in the pre-criminal space, before any criminal activity has taken place.

It is about safeguarding - supporting and protecting those people who might be susceptible to radicalisation and ensuring that individuals and communities have the resilience to resist violent extremism.

<https://www.westmercia.police.uk/article/7818/Prevent---Play-your-part>

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Prevent Duty Guidance: for England and Wales July 2015. HM Government

Neglect

The persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse.

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

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

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Neglect – Physical Observations

These may include:

- Poor personal hygiene
- Poor state of clothing
- Poor growth pattern
- Untreated medical problems
- Non-organic 'failure to thrive'
- Poor skin tone and hair tone
- Emaciation, pot belly, short stature, obesity

Neglect – Behavioural Observations

These may include:

- Constant hunger or tiredness
- Frequent lateness or non-attendance at school
- Arrive early or leaving late from school
- Destructive tendencies
- Low self-esteem
- Obsessive, ritualistic or unusual behaviours
- No social relationships
- Running away
- Compulsive stealing or scavenging

Graded Care Profile (GCP2) Licensed by NSPCC

GCP2 is an evidence-based assessment tool which evaluates levels of parental care, assessing a child's lived experience. It helps to identify children at risk of neglect at the earliest opportunity, enabling professionals to work collaboratively, responding promptly and effectively to address the underlying factors with parents. Using GCP2 effectively helps to ensure that our focus is on the experiences of children, that children are protected from harm, and the long term effects of childhood neglect are minimised.

Become an accredited user of GCP2

http://www.safeguardingshropshireschildren.org.uk/scb/prof_training.html

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Working Together to Safeguard Children 2018

Common Sites for Accidental Injuries

Nose, forehead, chin, forearm, elbows, bony spine, hip, knees.

Common Sites for Non-accidental Injuries

Eyes, ears and mouth, skull and neck, cheek, side of the face, genitals, upper and inner arm, chest and shoulders, back, buttocks, thighs, knees.

Signs of Non-accidental Injuries may be:

- Bruising, grasp marks, linear marks
scalds or burns and other types of injuries
i.e. fractures, torn frenulum
- Burns and scalds
- Cigarette burns
- Swelling and lack of normal use of limbs
- Human bite marks
- Untreated injuries
- Any serious injury with no explanation or
conflicting explanations
- Ligature marks

Physical - Behavioural Observations

These may include:

- Unusually fearful with adults
- Unnaturally compliant to parents
- Refusal to discuss injuries or a
fear of medical help
- Withdrawal from physical contact
- Aggression towards others
- Wearing cover-up clothing
- Any behaviours that you would not
expect to see in a child, at their
age or stage in development

Female Genital Mutilation (FGM)

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. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison. FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls. FGM procedures can cause: severe bleeding, infections, problems with giving birth later in life - including the death of the baby.

Department of Health, last updated November 2014

60,000 girls living in the UK could be at risk of female genital mutilation (FGM).

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

They 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 (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual Abuse - Physical Observations

- Damage/ soreness in genital area, anus or Mouth
- Sexually transmitted infections
- Unexpected pregnancy especially in very young girls
- Bruising giving the impression of sexual assault
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Sexual Abuse - Behavioural Observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour in young children
- Sexually provocative or promiscuous behaviour
- Hinting at sexual activity, and about secrets they cannot tell
- Secretive behaviour online or offline
- Inexplicable falling off in school performance
- Sudden apparent changes in personality
- Lack of concentration, restlessness, aimlessness
- Low self-image/ low self-esteem
- Increased or excessively secretive use of mobile phone and/or internet activity
- Socially withdrawn
- Poor trust in significant adults
- Regressive behaviour, onset of wetting, by day or night
- Onset of insecure, clinging behaviour
- Running away from home
- Suicide attempts, self-mutilation, self-disgust
- Eating disorders
- Exaggerated or uncontrollable emotions
- Substance, alcohol misuse
- Severe sleep disturbance

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Home Office February 2017

Recognise - Respond - Record

To do list:

- Put the contact number for FPOC (Compass) somewhere where it will be easily available
- Look at Shropshire Safeguarding Children Board website and put it in your 'favourites'
- Look at your agencies Safeguarding and Child Protection Policy
- Identify your Designated Safeguarding Lead
- Find out how and where you are expected to record concerns, who you should report them to/share information within a timely manner
- Think about any further Safeguarding/Child Protection training needs you or your agency might have
- Consider how you ensure that your Safeguarding? Child Protection responsibilities are known to those who use your services

Useful Websites

www.actionforprisonersfamilies.org.uk promotes the needs of families affected by imprisonment

www.axiscounselling.org.uk support service for adult and child survivors of sexual abuse

www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool Brook sexual behaviours traffic light tool supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours

www.ceop.police.uk online safety and protection

www.childline.org.uk supporting children and Young People to identify and report abuse

www.educateagainsthate.com gives parents, teachers and school leaders practical advice on protecting children from extremism and radicalisation.

www.karmanirvana.org.uk/help-line supporting victims of honour crimes and forced marriage

www.mensadviceline.org.uk/ advice and support for men experiencing domestic violence and abuse

www.mappa.justice.gov.uk MAPPA - Multi-Agency Public Protection Arrangements. It is the process through which the Police, Probation and Prison Services work together with other agencies to manage the risks posed by violent and sexual offenders living in the community in order to protect the public

These arrangements are coordinated across West Mercia by the Warwickshire and West Mercia Community Rehabilitation Company (WWMCRC)

www.westmerciamap.org.uk/article/5970/Managing-sexual-offenders-and-violent-offenders

www.new.shropshire.gov.uk/early-help early help means taking action to support a child, young person or their family as soon as a problem emerges

<https://new.shropshire.gov.uk/crime-and-community-safety/domestic-abuse/>

www.nspcc.org.uk working to identify and prevent Child abuse

www.nspcc.org.uk/.../research-and-resources/sign-up-to-caspar receive regular newsletters by subscribing to CASPAR, NSPCC current awareness service for child protection practice, policy and research

www.safeguardingshropshireschildren.org.uk

Shropshire Safeguarding Children Board website - designed to provide useful information and advice for professionals, parents and children

<https://www.shropshire.gov.uk/crime-and-criminal-justice/domestic-violence/marac---multi-agency-risk-assessment-conference/> - The MARAC, which stands for Multi Agency Risk Assessment Conference, is a meeting between representatives from different organisations in Shropshire to discuss the safety, health and wellbeing of people experiencing domestic abuse, and to provide a safety plan for them and their children

www.stopitnow.org.uk preventing Child Sexual Abuse

www.talktofrank.com/ - friendly confidential drugs advice, including drugs A-Z, know what's what, glossary of drugs has all the information and the slang

www.westmercia.police.uk/article/7818/Prevent---Play-your-part is about safeguarding - supporting and protecting those people who might be susceptible to radicalisation, and ensuring that individuals and communities have the resilience to resist violent extremism

<http://westmidlands.procedures.org.uk/> These child protection and safeguarding procedures are for Shropshire along with 9 other Local Safeguarding Children Boards in the West Midlands

www.womensaid.org.uk supporting women and children experiencing domestic abuse

Recommended Publications to Support Training

- Bentley, H., et al. (2016) **How safe are our children? The most comprehensive overview of child protection in the UK 2016**. London: NSPCC.
- **Information Sharing: advice for practitioners providing safeguarding services**. (2015) www.education.gov.uk
- Brandon et al. (2014) **Missed opportunities: indicators of neglect – what is ignored, why, and what can be done?** Research report..
- **Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire. Accessing the Right Service at the Right Time**. (2017). SSCB
- **Protecting children from harm: A critical assessment of child sexual abuse in the family network in England and priorities for action**. (2015) Children's Commissioner.
- **Reflections on child sexual exploitation: a report by Louise Casey CB**. (2015)
- Sidebotham, P. et al. (2016) **Pathways to harm, pathways to protection: a triennial**
- **Analysis of serious case reviews 2011 to 2014: final report**. [London]: Department for Education
- **What's affected children in April 2014 – March 2015. "Always there when I need you"**

- Childline review
- **What to do if you're worried a child is being abused, Advice for Practitioners.** (2015) www.education.gov.uk
- **Working Together to Safeguard Children, A guide to interagency working to safeguard and promote the welfare of children.** (2015) www.education.gov.uk

Appendix I

Shropshire Hate Crime /Incident Report Form

Section A: About the Incident

Are you a victim / witness or third party?

☐ Victim

☐ Witness

☐ Third Party

Section B: Tell us about the incident; giving us as much detail as possible (please use a separate sheet if necessary):

What do you think motivated this incident? (Please tick the appropriate box(es))

☐ Age

☐ Alternative Lifestyle

☐ Alternative Culture

☐ Disability

☐ Domestic abuse

☒ Sex

☐ Homophobia (sexual orientation)

☐ Racism

☐ Transphobia (gender)

☐ Other (Please describe below)

When did the incident take place?

Time

Date

Day

Where did it happen?

Street Name/ location

Were there any injuries?

☐ Yes (If 'yes' please give details)

☐ No

Was any property lost or damaged?

☐ Yes (If 'yes' please give details)

☐ No

IF YOU ARE THE VICTIM OF A HATE CRIME / INCIDENT PLEASE COMPLETE SECTION C AND SECTION D.
IF YOU ARE A WITNESS OR REPORTING ON BEHALF OF SOMEONE PLEASE COMPLETE SECTION C;
SECTION D AND SECTION E.

Section C: The Victim

Name Gender Age

Address

Post Code Telephone

To help us to deal with Hate Incidents correctly, please tick one of the following:

Religion/belief		Sexual orientation		Ethnicity	
Buddhist		Bisexual		White British	
Rastafarian		Gay / Lesbian		White & Black Caribbean	
Christian		Heterosexual		White & Black African	
Sikh		Prefer not to say		White Irish	
Hindu		Other		White & Asian	
Jewish				Pakistani	
Muslim				Bangladeshi	
No religion				Chinese	
Don't know				Black Caribbean	
Prefer not to say				Black African	
				Indian	
				Any Other White Background (Please state)	
				Any other black background (Please state)	
				Any other mixed background (Please state)	
				Prefer not to say	
				Don't know	

Are you from a Gypsy or Traveller community?

Yes

☐ No

☐ Prefer not to say

Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Name (If known)

Address (If known)

Gender:

☐ Male ☐ Female

Age (if known):

Can you give a description? (Consider height, ethnicity, build and clothing).

Section E: Personal details of person reporting (witness or third party)

Name Telephone

Address Post Code

E-mail

How would you prefer to be contacted?

Section F: What Next?

Do you or the person reporting the incident / crime want the Police to investigate?

☐ Yes ☐ No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any

evidence, which may be of use to the police then please ring them and tell them **immediately by dialling 101**. Visual Evidence for Victims is also available through Victim Support if required.
Please ensure that the victim, witness or third party are provided with the appropriate support agency leaflets.

Authorisation

Certain of the agencies can share depersonalised information without your consent in order to assess the levels of Hate Crime in Shropshire.

Do you consent to Personal Information being passed to agencies?

Personal details

☐ Yes

☐ No

Signature

Date