Safeguarding Policy
Incorporating
Child Protection procedures
(including safer recruitment, allegations against staff and low-level concerns)

September 2025

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Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One and Annex A of the statutory guidance *'Keeping Children Safe in Education'*, DfE.

This policy will be reviewed in full by the Governing Body on an annual basis.

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Purpose and Aims:

Wales Primary School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues.

Legal framework

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education and Working Together to Safeguard Children 2023. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy has been devised in accordance with (but not limited to) the following legislation and statutory guidance:

Legislation

The Children Act 1989 and (2004 amendment)
The Education Act 2002 (sections 157 and 175) places a duty on schools and local authorities to safeguard and promote pupil welfare
The Safeguarding Vulnerable Groups Act 2006
The Equality Act 2010
Data Protection Act/GDPR Regulations 2018
The Children and Families Act 2014
The Sexual Offences Act 2003
Voyeurism Offence Act 2019
Female Genital Mutilation Act 2003 and statutory guidance on FGM
Counter Terrorism and Security Act 2015 and statutory guidance on the Prevent duty
Domestic Abuse Act 2021
The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amended) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which sets out who is disqualified from working with children.

This safeguarding policy is written in compliance with locally agreed multi-agency procedures that have been put in place by the statutory, safeguarding partners:

- **The local authority (LA)**
- **Integrated Care Boards (previously known as clinical commissioning groups)**
- **The chief officer of police for a South Yorkshire**

Statutory guidance

- DfE (updated December 2023)) Working together to safeguard children
- DfE (2025) Keeping Children Safe in Education
- DfE (2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage
- The Human Rights Act 1988
- The Equality Act 2020

Non-statutory guidance

DfE (2025) ‘What to do if you are worried a child is being abused’
DfE (2018) ‘Information sharing’
DfE (2017) ‘Child sexual exploitation’
DfE (2016) ‘Children missing education’
DfE (2018) ‘Mental Health and Behavior in Schools’
DfE (2019) ‘Teaching Online Safety in Schools’
The Equality Act 2020
DfE (2025) ‘Filtering and Monitoring standards for schools and colleges’

The purpose of Wales Primary School safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm, and we expect everyone who works in our school to share this commitment. This means we will work to take all welfare concerns seriously and always act in the best interests of the child to:

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

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

Commented [PM1]: of whom?

Our school fully recognises the contribution it can make to protect children from harm, and support and promote the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk of harm, how to get help as soon as it is identified, and when they need it, and identifying children who may benefit from family help support.

We also assess the risks and issues in the wider community, known as contextual safeguarding (assessment of risk outside the home) when considering the wellbeing and safety of our pupils. All staff will have an awareness of safeguarding issues that can put children at risk of harm. It is also recognised that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can also leave children vulnerable or at risk of harm.

The key aims of our policy are prevention, protection, and support.

This policy applies to all pupils, staff, parents, governors, volunteers, and visitors.

Our Ethos

Every child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a responsibility in safeguarding. It is important for children to receive the **'right help at the right time'** to address risks and prevent issues escalating. All staff are advised to maintain an attitude of ***'it could happen here'*** where safeguarding is concerned. Safeguarding and child protection is everyone's responsibility. Our policy and procedures also apply to extended school activities and off-site activities.

All staff will via the schools regular and scheduled training and induction process, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child not to share information appropriately where they are at risk of harm, and we will not keep secrets. We will not promise confidentiality. Every child will know what the adult will have to do with any information they have chosen to share or disclose.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills and knowledge they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

PSHCE personal, social, health and citizenship education is the main curriculum subject used to promote safety. As a school we use the scheme 'Jigsaw' which covers: Being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me. Through computing sessions using ICT allows children to develop an understanding of the risk of using the internet and how to stay safe through our E-Safety curriculum. (See RHE policy for further information updated in line with 2019 guidance)

Our curriculum is also enriched through various opportunities such as: firework safety assemblies delivered by the local Police; road safety training; heart start first aid for Year 5 and Year 6 children; Fire Safety delivered by the Fire Service; Bikeability training to stay safe on the roads; E-Safety day; Crucial Crew trip for Y6 and water safety through swimming lessons. Weekly safety focused assemblies are held by the Headteacher and focus on specific issues, actions and practice in school. We are working with the council's community safety team to deliver further awareness for upper Key Stage 2 particularly around online safety and CCE.

Swimming
Our swimming sessions have their own separate policy and risk assessment to ensure effective safeguarding of the children. Water safety is also taught to the children within the lessons and for our older KS2 children a scheme of work is delivered focusing on water safety.

The school plays a crucial role in preventative education. This is in the context of a whole school approach. This will prepare our children for life in modern Britain where a culture of zero tolerance culture exists around sexism, misogyny, homophobia, transphobia, biphobia and sexual violence and harassment. This will underpin our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex, and health education (RSHE), which is inclusive and delivered regularly tackling issues such as:
    - Healthy and mutually respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice, and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws in relation to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support.
    - What constitutes sexual violence and sexual harassment and why they are always unacceptable.

We will always work in partnership and endeavour to establish effective working relationships with parents, carers and professionals from other agencies in line with Working Together to Safeguard Children.

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have **received, read** and **understood** the guidance.
- Reinforce the importance of online safety when communicating with parents and carers.

Understanding the views of children

Wales Primary School and its staff understands how important it is that children feel heard and understood, and that the child is always placed at the centre of our thinking and actions.

We will encourage an ethos of listening to children and taking account of their wishes and feelings.

A child-centred and listening culture throughout our school will be achieved through training and information shared with the full staff body. To ensure staff have an appreciation of the difficulties that some children may have in approaching staff about their circumstances and worries, a comprehensive approach to training will be embedded. Staff are aware of how to build trustful and respectful relationships with children which enable effective communication.

Children with a social worker

We recognise that when a child has a social worker, it is an indicator that the child has vulnerabilities or may be at risk of harm requiring additional support and services. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We will take these needs into account when making plans to support pupils who have a social worker or, are receiving Family Help support.

For children with a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

Virtual School Heads

Virtual heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of pupils with a social worker. They should identify and engage with key professionals, e.g., DSLs, special educational needs coordinators (SENCOs), social workers, mental health leads and others. This Virtual Headteacher role has recently been expanded to incorporate children who are in kinship care.

The Virtual Headteacher for our school is **Tina Hohn**

First Day Calling Procedures

It is recommended that school has a robust 'first day calling' procedure for when a child has not arrived at school within the expected time frame. At least **two** emergency contact details will be held for each pupil where possible, however, following learning from a serious case review, DfE recommendations are that school hold four emergency contact numbers for all pupils. It is good practice to update the contact details annually.

It is recommended that clear time scales are in place to ascertain a reason for non-attendance, this should include an escalation of action to be taken, including that of a home visit where appropriate. It is recommended that a designated staff member is appointed to follow the 'first day calling' procedures.

Expectations are that school is aware of the reason for absence of the child before the start of the afternoon session. If this cannot be ascertained, school must consider whether a request to the police for a safe and well check is necessary.

Home Visits undertaken by school staff
Many schools, as part of their safeguarding protocol carry out home visits, welfare checks and safe and well calls to pupil's home addresses. Typically, these situations may be considered in situations where:

- A pupil is absent from school without a valid reason
- The school cannot contact the parent or carer, or
- The school receives a response that raises a safeguarding concern

On some occasions the school may be required to carry out unannounced home visits due to the context and/or circumstance. It is important to note however the home visits are not a mandatory requirement within DfE's statutory guidance or advice.

If home visits are being considered for staff, then the school should consider the following:

- A clear home visits policy must be in place
- A comprehensive risk assessment must be completed
- Staff must receive adequate training

No staff member should be compelled to undertake a visit they feel is unsafe.

Tri.x – Links to Rotherham Children's Social Care Policy and Procedure
https://rotherhamscp.trixonline.co.uk

What is Child Abuse and Neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children. Abuse may fall into several categories:

Child protection: refers to activities undertaken to prevent a child suffering, or likely to suffer, significant harm

Abuse: is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm

Victim: is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involves feels most comfortable with

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about the terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues are:

Mental Health

School staff are aware that mental health problems can, in some cases, be an indicator that a child has or is at risk of suffering abuse, neglect, or exploitation. Staff are well placed in their daily contact with children to be able to identify behaviour that suggests they may be developing or have a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood.
It is key that our staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern for a child that is also a safeguarding concern, they must take immediate action by following the child protection procedures and speaking to the DSL. All concerns must be logged on the school recording system, along with the actions taken.
The safeguarding recording mechanism that school uses is CPOMS.

Criminal Exploitation of Children (CCE)

The criminal exploitation of children (CCE) is a geographically widespread form of harm that typically crosses county boundaries. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

Contextual Safeguarding – Harm Outside the Home

School staff, particularly the DSL and their deputy(s), are aware that the children in our school may face additional extra-familial risks outside of the school context. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including:

- exploitation by criminal gangs and organised crime groups such as county lines
- trafficking
- online abuse
- teenage relationship abuse
- sexual exploitation and
- the influences of extremism leading to radicalisation

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

Local safeguarding issues within the context of Wales Primary School include school, criminal exploitation via county lines with our local railway stations.

Rotherham Children's Social Care have created a Rotherham Partnership Child Exploitation (CE) pathway for multiagency partners. The pathway has been designed to help professionals who work with children and their families to make decisions regarding referrals where child exploitation (CE) is suspected. The tool contained in

the pathway indicator is designed to be a guide which can support professionals to the most appropriate course of action where concerns related to child exploitation are present.

The framework is designed to help different agencies to work to the same criteria when considering possible CE. The pathway indicator can be used in two ways, either as a tick box screening tool which can be used to enable practitioners, including school staff understand an individual's risk of exploitation, or as supplementary guidance which allows practitioners and school staff to embed the learning into their existing assessments and plans.

The pathway indicator utilises a tiered framework for identifying potential child exploitation; and risk factors that are well established indicators of exploitation are in the red section, probable risk factors and indicators in the amber section, and additional factors in the yellow section. Similarly, there are also distinctions within risk factors, such as 'confirmed/suspected' and 'currently/previously'. While they are important distinctions, they are both significant in deciding whether an individual child or young person is at risk.

Partner agencies, including schools are encouraged to report information to the police if they believe that the information may relate to potential issues concerning sexual exploitation of children or adults. The information will be assessed as to whether action needs to be taken to safeguard others, and whether it provides valuable information to the wider 'jigsaw'. Concerns and suspicions shared by schools will always be taken seriously. When providing information, always give as much detail as possible, including where the information came from, how recent or how old it is, names, dates of births, addresses, vehicle details etc: Who? What? Where? When? Why? How?

The guidance concludes with a tiered tool and a flow chart to support you in using this, alongside useful telephone numbers.

exploitation-pathway.pdf

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more different urban or rural areas, using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children groomed and exploited to move [and store] drugs and money from urban areas to suburban areas, rural areas, and market and seaside towns. Gangs use coercion, intimidation, violence, sexual violence, and weapons to ensure the compliance of their victims.
Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to MASH and the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be victims of criminal exploitation include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results and a decline in attendance
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Serious violence and violent crime

All staff, through training, will be made aware of the indicators which may signal that a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

If any staff member suspects that a child may be vulnerable to, or involved in, serious violent crime they must report it immediately to the DSL.

Child Sexual Exploitation (CSE) and Trafficking

CSE 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. CSE does not always involve physical contact; it can occur using technology.

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Children as young as 8 years have been identified, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

There are two different types of **trafficking** of children and young people for the purposes of sexual exploitation. Firstly, there is trafficking from abroad into the United Kingdom. The second category is internal trafficking, where children and young people are moved from one place to another in the UK for the purposes of sexual exploitation. This may be from one street to a neighbouring street, from one area of a town or city to another area, or across county borders. It is not the distance that is relevant in the definition of internal trafficking, but the movement of a child or young person for the purpose of sexual exploitation.

Child-on-Child Abuse

Child-on-child abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18. Child-on-child abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. Child-on-child abuse may not just occur between peers, but also family members, siblings etc. Key areas where child on child abuse occurs are:

- Bullying, including online/cyber bullying and prejudice-based bullying
- Racist, religious, disability and homophobic or transphobic abuse
- Gender based violence/violence against girls and young women
- Teenage relationship abuse
- Issues relating to gang activity and youth violence
- Sexual harassment and sexual violence, including sexting and harmful sexual behaviour

- Upskirting - taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (carries a 2-year sentence under the Voyeurism (Offences) Act 2019

Most cases of pupils hurting each other will be dealt with under our schools Behaviour Policy but the Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour is:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old. School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Abuse (HBA)**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

Our school has due regard to the **mandatory reporting duty (FGM Act 2003)**, which places a **statutory duty** on all teaching staff (along with social workers and healthcare professionals) to personally report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

Our staff will be vigilant and will report promptly any FGM or other honour-based abuse concerns to the DSL. If a member of staff has reason to believe FGM has been carried out on a girl under 18 years and this occurs out of school, then they must exercise their statutory duty and report this to the police personally.

Preventing Radicalisation and Extremism (Prevent Duty)

Our school has due regard to the **Prevent Duty** Guidance 2023, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.

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

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms ie, the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via the school's website, to the Local Safeguarding Children Partnership website which provides information on radicalisation for children and young people, their parents/carers and professionals:

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

Children witnessing domestic abuse

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

The Domestic Abuse Act 2021 recognises that children are victims of domestic abuse in their own right.

The definition of domestic abuse applies to children if they see or hear, or experience the effects of, the abuse and they are related to the abusive person.

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

Children with Special Educational Needs and Disabilities (SEND)

We understand that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

The Designated Teacher for Children who are Looked After (CLA) in this school is Charlotte Lax
We have a separate CLA and SEND policies which can be found on our school website / collected from the office.

Elective Home Education (EHE)

Our school recognises that many home educated children have an overwhelmingly positive learning experience, however, this is not the case for all, and this can sometimes mean that some children are less visible to services that are there to keep them safe and supported in line with their needs. School will work in partnership with the Elective Home Education Team that is based within the Access to Education Team and report/inform the LA when a child is taken off role. Wherever possible, the school, LA and other key professionals will coordinate a meeting with parents/carers before a final decision has been made to ensure that the decision is in the best interests of the child. This is particularly important where the child has special educational needs or a disability, and/or a social worker, and/or is otherwise vulnerable. Where a child has an Education Health Care plan; the LA will need to review the plan and work closely with parents and cares.

Operation Encompass

As a school we support an initiative called **'Operation Encompass'** a partnership between South Yorkshire Police and Education, supported by each Local Safeguarding Children Partnership.

Operation Encompass has been designed to provide support for any child in school who may be affected by a domestic abuse incident where the police have attended.

A key safeguarding member of staff in school will be informed when a domestic abuse incident has been recorded within the previous 24 hours or over the weekend. This will enable staff in school to monitor children possibly affected and, provide appropriate support to promote their welfare. This will remain confidential; no information about specific incidents is shared with school. The school will, however, be able to make provision for possible difficulties experienced by children who have been involved in, affected by, or witnessed a domestic abuse incident.

We are keen to offer the best support possible for our children and young people and we believe that Operation Encompass will enhance safeguarding within our school. This will be extremely beneficial for all those involved.

Our Key Safeguarding Adult for Operation Encompass alerts is: Anna McDonald

Private fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it **does not** include great-aunts or uncles, great grandparents or cousins.

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

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. It is recommended the designated safeguarding lead speak to the family of the child involved to check that they are aware of their duty to inform the LA.

Kinship care

In October 2024, the Government issued statutory guidance on 'Kinship Care', which included of kinship care: 'any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term.' This covers a wide span from informal arrangements and private fostering to Children in Care fostered by family or friends, and children subject to Court orders proving their family or friends with parental responsibility. This would include:

- Informal arrangements where the carer does not hold parental responsibility, and no Court order has been made but cares for the child with parental consent.
- Private fostering arrangements.
- Where a Child Arrangements Order has been made for the child to 'live with' a kinship carer.
- Where a Special Guardianship Order has been made for a child to live with a kinship carer.
- Where a Looked After Child lives with a family/friend's carer.

Some kinship children will be eligible for Pupil Premium Plus as children who have left care.

Schools are asked to consider how kinship children's wellbeing and educational outcomes can be promoted and how their needs can be recognised and addressed as early as possible. Kinship children have sometimes experienced trauma and may feel different than children who live with their parents.

The statutory guidance also extends the role of the Virtual School to promote the educational outcomes of all kinship children.

Each local authority is required to publish a multi-agency Kinship Local Offer:
Kinship care: statutory guidance for local authorities

Children who are Looked After (CLA)

Our school has a named designated teacher for Children who are Looked After who works closely with the Virtual School Team and the Local Authority. We have a separate CLA policy which gives further detail about CLA procedures.

More information on these issues is contained in Part 1 of Keeping Children Safe in Education and the Rotherham and Doncaster LSCB child protection online procedures:

Online Safety

The school will adhere to the Online Safety Policy at all times**.**

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

- **Content** – exposure to illegal, harmful or inappropriate material; for example, pornography, fake news, racist or radical and extremist views, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation and conspiracy theories
- **Contact** – harmful online interaction with other users such as peer-to-peer pressure, commercial advertising as well as adults posing as children or young people with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images *(the production and sharing of sexual images of under 18s is illegal)*, or online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Our school recognises that today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our E-safety policy and day-to-day online e-safety procedures have due to regard to the most recent

DFE non-statutory guidance entitled 'Teaching online safety in school' (January 2023), this helps teach our pupils how to stay safe online, within both new and existing school subjects (including Relationships Education, Relationships and Sex Education, Health Education, Citizenship and Computing). We teach pupils about the underpinning knowledge and behaviours that can them to navigate the online world safely and confidently regardless of the device, platform or app.

To address this our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe use of technology, including mobile technology
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate Online Safety Policy which can be found at on the school website or a paper copy can be obtained from the school office.

Protocol for responding to self-harm in school

Self-harm is when someone hurts or injures themselves. It can be used to describe cutting, scratching, burning, taking overdoses, punching oneself, substance abuse, self-poisoning, unsafe sex etc. In some cases, this can be a continuum ranging from a behaviour which has strong suicidal intent to behaviour which is part of a coping mechanism.

The DSL in each school is responsible for ensuring that staff members are aware of how to recognise and respond to self-harm, and how to report and record all instances on the child's electronic safeguarding chronology for example CPOMS. The protocol includes:

- listening to the disclosure in a calm and non-judgemental way
- reporting the self-harm to the DSL as soon as possible
- being aware of any health and safety/first aid needs around the incident.

The DSL will keep accurate records of the incidents, liaise with local services and contact parents at the appropriate time, including signposting if necessary.

Roles and Responsibilities

The Governing Body

The Governing Body of Wales Primary School are accountable for ensuring the effectiveness of this policy and our compliance with it. They will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with Keeping Children Safe in Education, Local Authority advice and the requirements of Rotherham Safeguarding Children Partnership's policies and procedures.

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a named deputy member of staff identified to deal with any issues in the absence of the designated safeguarding lead professional. There will always be cover for this role.

- School contributes to inter-agency working in line with Working Together to Safeguard Children.

- School has due regard to the **Prevent Duty** Guidance 201, under Section 26 of the Counter-Terrorism and Security Act 2023, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation. The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. School can also email counter.extremism@aducation.gov.uk. Note this is not for use in emergency situations.

  In an emergency, school would call 999 or the confidential anti-terrorist hotline on 0800 789 321 if we:
- Think someone is in immediate danger
- Thinks someone may be planning to travel to join an extremist group
- See or hear something that may be terror-related

- Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". School has due regard to the **mandatory** reporting duty which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on all teaching and support staff (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of '*Keeping Children Safe in Education'* and the staff behaviour policy/code of conduct.

- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with
- Safer recruitment practices are followed in accordance with Part Three of Keeping Children Safe in Education and also
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.

The Governing Body

The governing board will:

- Facilitate a whole school-approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of our school's process and policy development
- Evaluate and review this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Appoint a senior board level leader to monitor the effectiveness of this policy in conjunction with the full governing body, this is always a different person to the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such trainings is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness,
- Ensure that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, and support.
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the body fails to comply.
-

Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Designated Safeguarding Lead. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils

The Headteacher

The Headteacher of Wales Primary School is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL)
- Identifying an alternate member of staff to act as the Deputy Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) **Anna McDonald** will:

- Carry out their role in accordance with the responsibilities outlined in Annex C of Keeping Children Safe in Education. The DSL will provide advice and support to other staff on child welfare and child protection matters. At least one other person in school is designated as the Deputy Safeguarding Lead, they will be responsible for the role if the DSL is absent.
- Act as the main point of contact with local safeguarding partners and keep up to date with local safeguarding arrangements.
- Take lead responsibility for promoting the educational outcomes of vulnerable children. They need to ensure that:

- Information is shared about welfare, safeguarding and child protection issues with teachers and leaders

- There is a particular focus on children with social workers
- Staff know who these vulnerable children are
- They understand these children's academic progress & attainment
- They maintain a culture of high aspirations for vulnerable child
- They support teaching staff to identify challenges these children may face and the academic support and adjustments that could be made
- Liaise with the mental health lead in school and, where available, the Mental Health Support Team when safeguarding concerns are linked to mental health

- Undertake safeguarding training as recommended by Rotherham Safeguarding Children Partnership and update this training every two years. Additionally, the DSL will receive regular updates to safeguarding training via the termly Education Safeguarding Forum, e-bulletins, e-learning, etc

- Liaise with Children's Social Care and other agencies where necessary and make referrals of suspected abuse to Children's Social Care, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Family Help assessments.

- Maintain accurate electronic or written records and child protection files ensuring that they are kept confidential and stored securely.

- (When a child leaves the school), contact the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery or, via electronic transfer using CPOMS

- Ensure that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education and the Rotherham Safeguarding Children Partnership.

- Lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems in place). This should be explicit in the role of the job holder's job description, Keeping Children Safe in Education.

Virtual School Headteachers
Virtual school headteachers have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of pupils with a social worker and children who are subject to kinship care. They should also identify and engage with key professionals e.g., DSLs SENCOs, social workers, mental health leads and others.

Children who are absent from education

Our school recognises that children who are absent from education for long periods/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. We will identify early any children who are persistently absent to prevent them becoming missing from education in future.

Children missing education are defined as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation and/or the radicalisation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have At least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

All staff in school understands the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education

Family Help and support for children in need:

Family help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to commencement of adulthood. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.

Any pupil may benefit from family help, but staff will be alert to the potential need for early help for pupils who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether they have a statutory Education, Health, Care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into ant-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing form home, education or care
- Has experiences multiple suspensions, is at risk of permanent exclusion from school, an in Alternate Provision or a Pupil Referral Unit
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a parent or carer in custody, or is affected parental offending
- Is in a family circumstance presenting challenges for the child, such a drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing alcohol and other drugs
- Is at risk of 'so-called honour' based abuse such as Female Genital Mutilation of Forced Marriage
- Is a privately fostered child

All staff will be made aware of the local early help process and understand their role in it.

Early Help – Rotherham Metropolitan Borough Council

Safer Recruitment

At all times, the Headteacher and Governing Body will follow relevant guidance in Keeping Children Safe in Education September (Part 3 Safer Recruitment) and from The Disclosure and Barring Service (DBS):
https://www.gov.uk/government/organisations/disclosure-and-barring-service

- We will ensure governors and staff on recruitment panels undertake all appropriate safer recruitment training as outlined in KCSIE September
- We will use the recruitment and selection process to deter, reject or identify unsuitable candidates.
- Our selection and recruitment policy will include all appropriate checks on staff and suitability including DBS checks. Regarding the recruitment of volunteers our policy will be rigorous and follow DBS guidance taking into account regulated and supervised activity
- We will always act reasonably when making decisions about the suitability of any prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information
- We will ensure that all staff and volunteers have read the staff behaviour policy, staff code of conduct and understand that their behaviour and practice should be in line with it.
- In addition, as part of the shortlisting process, school will consider carrying out online searches as part of the due diligence process relating to shortlisted candidates. The school will inform shortlisted candidates that online searches may be done as part of the recruitment process.

Our school will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The Single Central Register will contain information on all staff members (this includes contractors and supply staff) on the following:

- An identity check
- A barred lists check
- An enhanced DBS check/certificate
- An overseas check if required
- A prohibition from teaching check
- A section 128 check if applicable (for management positions in independent schools, free schools and academies)
- A check of professional qualifications
- A check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records, etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Staff Conduct and the use of 'Reasonable Force'

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

Managing Allegations against Staff (including governors, volunteers, supply teachers and agency staff)

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. We promote an open and transparent culture in which **all** concerns about staff (including **low level concerns***) are shared with the DSL/Headteacher and are recorded and dealt with appropriately.

Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the RSCP Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance Keeping Children Safe in Education are adhered to.

Any allegations against staff (including governors, volunteers, supply teachers and agency staff) that indicate that they may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (transferable risk)

will be reported immediately to the Headteacher or the Designated Safeguarding Lead if the Headteacher is not present.

If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school.

The Headteacher will inform the **Local Authority Designated Officer (LADO)** within one working day, following the guidance in KCSIE. The Headteacher or Chair of Governors will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

If the allegation concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Headteacher first.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the **Local Authority Designated Officer (LADO)** on **01709 336491 or email LADO@rotherham.gov.uk**

***Low Level Concerns**

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Keeping Children Safe in Education gives examples of such 'low-level' concerns which could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language
- humiliating children

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (KCSIE Part four) are shared responsibly with the DSL/Headteacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

Referral to DBS

The name of any member of staff considered not suitable to work with children will be referred to the Disclosure and Barring Service (DBS) with the advice and support of Human Resources and in accordance with the DBS Referral Policy.

Child on Child Abuse (including sexual violence/assault and sexual harassment)

Wales Primary School has a zero-tolerance approach towards all forms of child on child abuse and all school staff are aware that any child-on-child abuse is unacceptable, that pupils are capable of abusing their peers, and no form of any such abuse is ever dismissed as “banter” or “part of growing up”.

Our school staff understand that where there is a safeguarding concern, we will ensure that the child’s wishes, and feelings are considered when determining what action to take and what services to provide. Systems are in place, and well promoted in throughout school, that are easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

We understand that harm committed by children and young people on other children or young people transcends equalities issues. Gender, ethnicity, age, disabilities, sexual identity can all be factors in harmful behaviour, for all children involved. Such abusive behaviour may be either a one-off incident, or may be a continuous experience for someone, that is physical, sexual, or emotional (including verbal) in nature or may be a combination of those factors. It may be inflicted by a single child or young person, in pairs or by groups or gangs. It can be face to face, or in the form of cyberbullying (online via computers, games consoles or mobile phones). It may be exercised between children, and within children’s relationships (both intimate and non-intimate), friendships and wider peer association and can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

Managing allegations

Allegations of child-on-child abuse, and particularly those involving sexual violence and sexual harassment, should be dealt with on a case-by-case basis and should be led by the Designated Safeguarding Lead (DSL).

The needs and wishes of the child must be paramount in how the allegations are managed from the moment of reporting. Considerations should include how the investigation proceeds and what support the child requires. However, if both the victim and alleged perpetrator are present in the same class, key stage or school it is recommended they are separated immediately so no further unsupervised contact is possible until the investigation is completed. It is also recommended that parents are contacted as soon as possible.

The DSL will record the incident in writing (or add further information if they weren’t the person making the initial report) on the schools recording system **CPOMS** and decide what course of action is necessary, with the best interests of the child in mind always. They will work in conjunction with other services if required, such as police and social care.

If appropriate, a referral may be made to children’s social services (MASH 336080) and, depending on the nature of the incident, the police. Before doing so, it is important to discuss this with parents and the child, explaining why it is important for other agencies to know and how these agencies will be able to support them.

Possible actions to take

- Immediate support for child (victim)
- Separating pupils in lessons and during the school day
- Contacting parents of both children (victim and alleged perpetrator) unless doing so would put the child at risk from further harm
- Investigation of incident
- Risk assessments – including for both children, location of incident, etc
- Disciplinary action/ specialist, targeted support for alleged perpetrator and their behaviour
- Seeking advice from other agencies, such as social care, police, etc.
-

Responding to the report

Our first response to a pupil disclosing an incident is vital. The child must be reassured that they will be taken seriously and be kept safe. Immediate action should be taken to ensure the pupil is in a safe space to discuss the incident with a trusted member of staff (this may be in addition to the DSL).
It is important to:

- not promise confidentiality at any stage of the process
- only share the disclosure with those people necessary to progress it
- explain to the pupil what the next steps will be and who the information will be passed to
- listen to the pupil carefully, without judgement and be clear about boundaries
- not ask leading questions but use open questions to ascertain the necessary information – where, when, what, etc.

Once the disclosure has been made the member of staff must report this to the DSL for immediate action**.**

Recording the information accurately

Staff should consider the best way to record the information for the recording system, and must be in line with school's data protection policies and procedures.

The staff member should only record the facts as the pupil presents them, the notes should not reflect the personal opinion or words of the note-taker. It is important to remember these notes/report may become part of a statutory investigation by social care or a criminal investigation by police.

After the disclosure has been made, it is important that the staff member immediately write up a concise and factual summary on the recording/electronic recording system.

Risk Assessment

If there has been a report of physical or sexual violence the DSL should make an immediate risk assessment. The risk assessment must consider:

- the protection and support of the child (victim)
- the child or young person who has displayed the harmful behaviour and further risk
- the risk to other children, staff, etc

It should be reviewed regularly and should be shared with parents, and other agencies as required.

On-going response to protect and safeguard the child (victim)

The following should help shape any decisions made about protecting and supporting the child:

- consider the age and developmental stage of the child, the nature of the allegations and the potential risk of further abuse
- the needs and wishes of the child must be paramount to any decision-making.
- the victim (rather than the alleged perpetrator) should be allowed to carry on in their normal routine, their daily school experience should be a normal as possible to ensure they feel they are in a safe space
- the response to the incident should be proportional and considered on a case-to-case basis – for example, the response for a one-off sexualised name-calling incident will be vastly different to the response for a sexually violent assault, such as rape
- the child may not always disclose the whole picture immediately, it's important that a designated person or trusted adult (of their choice) is available for the pupil to talk to if they need to.
- support for the child may be longer term (could involve social care, police, etc), may eventually require a move of schools or other such measures, these must be led by child and parents.

Safeguarding and supporting the child who has displayed the harmful behaviour

The following should help shape any decisions made about supporting the child or young person who has displayed the harmful behaviour:

- in addition to protecting the victim, consideration must be also given to the alleged perpetrator about their education, safeguarding support and any disciplinary action
- consider the age and developmental stage of the child or young person who has displayed the harmful behaviour, and the nature of the allegations, the pupil may experience stress and anxiety being the subject of allegations and negative reactions from their peers
- consider how you respond to the incident on a case-by-case basis and the child's possible unmet needs in displaying behaviour that may be harmful, sexual physical aggression, etc. Take advice to support your decision-making where necessary.

Sharing nude and semi-nude photos or images (also known as 'sexting')

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS).

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

Communication and confidentiality

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

If a current or former pupil makes an allegation directly to the police, the police may approach school for access to personal data relating to the victim, the alleged perpetrator and/or other witnesses. Again, data protection law supports such sharing where the police require that personal data for the purposes of the prevention or detection of crime, or the apprehension or prosecution of offenders.

The updated Working Together to Safeguard Children guidance clarifies that the Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Consent is not required when sharing information for the safeguarding and protecting the welfare of a child. It is also stated that, while encouraged, the agreement of the child and parents is not required to share information, though it is important to explain the reasons for this.

School must be proactive with sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child. Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why. Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved, unless such a discussion could potentially put a pupil at risk of harm.

Training and Induction

Every new member of staff or volunteer should have an induction programme which includes basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record this information and discuss issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the role of the Designated Safeguarding Lead. At induction, all staff will also be provided with a copy of Part One of Keeping Children Safe in Education and will be expected to read this.

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Keeping Children Safe in Education and advice from Rotherham Safeguarding Children Partnership.

The DSL and deputy DSL will attend training courses at least once every two years. These may be accessed through the RSCP or by alternative providers for example London Grid for Learning (LGfL).
They will also receive regular safeguarding updates throughout the school year to keep up with and developments relevant to their role.

In accordance with Part three of Keeping Children Safe in Education all school governors will also undertake training, appropriate to their role, to ensure they can carry out their duty to safeguard all of the children in our school. The Governing Body will review IT standards and discuss IT with staff and service providers to decide what more needs to be done to support the school in meeting the required standard.

Whistleblowing Policy

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the public such as:

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

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

whistleblowing-and-serious-misconduct-policy

Procedures for Managing Concerns

Wales Primary School adheres to child protection procedures that have been agreed locally through Rotherham Safeguarding Partnership. The three local safeguarding partners that have established arrangements to work together with all appropriate agencies are:

1. Local Authority
2. Integrated Care Board
3. The Chief Police Officer

We will ensure that all school staff understand their responsibilities in being alert to the signs of abuse and neglect so that they can identify cases of children who may be in need of help or protection and the importance of reporting their concerns expeditiously and in line with this policy. However, it is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

If a child is in **immediate danger or risk of harm**, a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral but in situations where referrals are not made by the DSL, they should be informed as soon as possible afterwards that a referral has been made by someone else.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the agreed reporting procedure in this school See Appendix B 'Flow chart following a concern'. Also see Appendix C Recording Form for Safeguarding Concerns (form 1). All information is then recorded onto the electronic system CPOMS.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with RSCP online child protection procedures.

If, after a referral, the child's situation does not appear to be improving, we will consider following the RSCP escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the DSL, their deputy and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact the MASH directly with their concerns.

If staff members have concerns about another staff member, then this should be referred to the headteacher or DSL. Where there are concerns about the headteacher or DSL this should be referred to the Chair of Governors.

Use of the school premises for non-school activities/extra-curricular activities

Where the school hires or rents out school facilities or the school premises to organisations or individuals, e.g., for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

The school will ensure safeguarding requirements are included in the lease or hire agreement/contract, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extra-curricular activities and clubs hosted by external bodies will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements. Staff and volunteers running extracurricular activities and clubs need to be aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff need to understand how they should respond to child protection concerns and how to make a referral to social care or the police, if necessary.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children. As with any safeguarding allegation, the school will follow all safeguarding policies and procedures, and contact with LADO will be made.

Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a school with an alternative provider, the school will obtain written confirmation that the provider has demonstrated due diligence regarding all safeguarding checks on staff and the placement will prioritise meeting the pupils needs. At all times the safeguarding of the pupil will remain the responsibility of the home school.

WORKING WITH PARENTS & CARERS

Wales Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent, or it is necessary to do so to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children, and our aim is to achieve this in partnership with our parents.

We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to MASH in those circumstances where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two to be able to make contact with a responsible adult should a concern arise i.e., illness, not being collected at the end of the school day, a child going missing or a safeguarding concern.
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

When to call the police

When to call the police addresses criminal activity, not safeguarding issues. Safeguarding issues are addressed using the referral process and procedures. Contact with police should ideally be made by a single point of contact from the school. This may be the Headteacher or the DSL to ensure all the relevant information is shared and improve consistency of referrals.

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. The school behavior policy and codes of conduct will give further guidance on how to deal with and record such incidents.

Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour: Positive Handling and managing behaviour
- Safer Recruitment and selection
- Whistle-blowing
- Attendance and Children Missing in Education
- IT/Online Safety/acceptable use policy
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- First aid/Medications Policy/Intimate Care Policy
- Educational visits including overnight stays
- Health and Safety Policy, including fire evacuation and lockdown procedures
- Visits/Trips off site
- Positive handling

Policy consultation and Review

This policy will be reviewed in full by the Governing Body on an annual basis. Any changes made to this policy will be communicated to all members of staff.

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2026.**

APPENDIX 1

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

Duty LADO – 01709 336491

LADO email (not for referrals) – LADO@rotherham.gov.uk

South Yorkshire Police non-emergency number – 101
In an emergency ring 999

Did you know you can report non-emergency incidents and access other police services quickly and easily online? Visit www.southyorkshire.police.uk

Rotherham Safeguarding Children Partnership (RSCP): www.rscp.org.uk

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000
help@nspcc.org.uk

Childline – 0800 1111

https://www.thinkuknow.co.uk/

http://www.saferinternet.org.uk/

https://www.swgfl.org.uk

Information, Advice and Support to Keep Children Safe Online (internetmatters.org)

https://www.pshe-association.org.uk/

educateagainsthate.com

https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

LGfL Home | LGFL

Safety and Security Online | SWGfL

Ofsted 0300 1231231 or email enquiries@Ofsted.gov.uk

Appendix B

Wales Primary School Safeguarding Flow Chart

Staff have concerns because of…

Verbal disclosure | Visible injury | Unusual behaviour

- Listen carefully to the child and avoid expressing your own views on the matter
- Don't ask any leading questions
- Let them know they've done the right thing
- Tell them it's not their fault
- Say you believe them
- **Don't talk** to the alleged abuser
- Explain what you'll do next

- Complete first section of Form 1 with the facts and child's exact words
- Sign and date
- If there is a visible injury complete a body map, sign and date

Immediately, report the concern to DSL **Anna McDonald** or Safeguarding Team **Charlotte Lax / Katherine Askey Deputy DSL, or Paul Fletcher Governor**



- DSL to complete second section with information and actions
- For serious concerns regarding child's / children's safety contact **MASH** on **01709 336080** or the **Police 999** for serious concerns and **101** for non serious concerns
- Notify the relevant agencies and people

