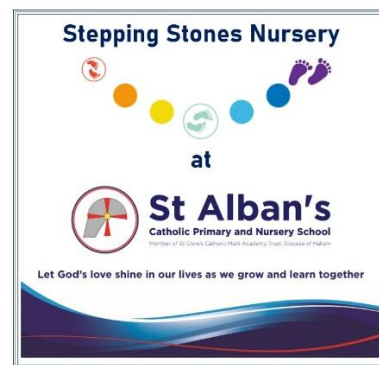


Child Protection and Safeguarding Policy



ST CLARE

Catholic Multi Academy Trust



ST ALBAN'S CATHOLIC PRIMARY AND NURSERY SCHOOL AND STEPPING STONES NURSERY

Member of St Clare Multi-Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together, living out the Gospel values of faith, hope and love ourselves and others.

Adopted by St Clare Trust Board;

July 2026

Updated by St Alban's Catholic Primary School and Stepping Stones Nursery August 2026

Next review by St Clare Trust Board by;

Jul 2027

Next review by St Alban's Catholic Primary School and Stepping Stones Nursery August 2027

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This policy sets out the child protection and safeguarding policy and procedures for all schools in St Clare Catholic Multi Academy Trust. Appendix 4 sets out the specific arrangements for individual schools.

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Lindsey Ebsworth	head@st-albans.doncaster.sch.uk
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Deputy DSL	Clare Brennan	Clare.brennan@st-albans.doncaster.sch.uk
	Kerry Phillips	Kerry.Phillips@st-albans.doncaster.sch.uk
	Katie Feeney (EYFS)	Katie.feeney@st-albans.doncaster.sch.uk
Online safety coordinator	Lauren Redfearn	Lauren.redfearn@st-albans.doncaster.sch.uk
EYFS Lead and Room Leaders	Karla Sharp	Karla.sharp@st-albans.doncaster.sch.uk
	Katie Feeney	Katie.feeney@st-albans.doncaster.sch.uk
	Hayley Petty	Hayley.Petty@st-albans.doncaster.sch.uk
Mental Health Lead	Lindsey Ebsworth	head@st-albans.doncaster.sch.uk
	Katie Davey	Katie.davey@st-albans.doncaster.sch.uk
	Hayley Petty	Hayley.petty@st-albans.doncaster.sch.uk
Lead for looked after children	Clare Brennan	Clare.brennan@doncaster.sch.uk
Local authority designated officer (LADO)	Milovan Orlandich	LADO@doncaster.gov.uk
	Tony Dobbs	01302 737332
Chair of governors	Karen Seaman (Vice and Safeguarding Governor)	Karen.seaman@st-albans.doncaster.sch.uk
Channel helpline		020 7340 7264
Local police contact number (non-emergency)		101
		01142202020

Safeguarding Culture

St Clare Catholic Multi Academy Trust is committed to a culture of vigilance, early help and professional curiosity. Safeguarding is embedded in all aspects of school life. The voice of the child is central to all decisions. Safeguarding is everyone's responsibility and staff will act on concerns immediately.

1. Aims

To protect children from harm, ensure early identification of risk, and promote positive outcomes, we ensure that:

- › All staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly trained in recognising and reporting safeguarding issues

Safeguarding and child protection is **everyone's** responsibility and all staff will act on concerns immediately.

The Trust maintains zero tolerance of abuse, harassment, discrimination, harmful sexual behaviour and online harm. Appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The trust commits to evidence –informed safeguarding practice and ensuring that the voice of the child (or observations of behaviours and communication through gesture and behaviours for non-verbal and pre verbal children) informs all safeguarding decisions.

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2023\)](#) and [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners. This policy reflects anticipated updates relating to online safety, AI, attendance and safeguarding culture.

This policy is also based on the following legislation:

- › Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- › Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- › [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

This policy also complies with our funding agreement and articles of association.

3. Definitions –

Our safeguarding culture goes beyond having policies in place; it is the integration of safeguarding into the school's values, ethos, and daily practices. It ensures that all staff, governors, and pupils understand that safeguarding is everyone's responsibility and that the best interests of children are at the heart of all decisions and actions.

Safeguarding and promoting the welfare of children means:

- › Protecting children from harm
- › Preventing impairment of children's mental and physical health or development
- › Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being 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. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (Self-Generated intimate images and or/videos) where children share nude or semi-nude images, videos or live streams, including anything AI generated such as deepfakes. (formerly known as sexting).

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make

arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)
- › Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- › The chief officer of police for a police area in the LA area

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 involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what 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.

Exploitation includes criminal, sexual, financial and online exploitation.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing from education for prolonged periods and/or repeat occasions
- › Whose parent/carers has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility and all staff will act on concerns immediately.

This policy applies to all staff, volunteers, local governors and directors across our trust and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

Schools play a crucial role in preventative education. This is in the context of a whole-trust approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by the school's:

- › Behaviour and Relationships policies
- › Pastoral support system

- › Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and 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 relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honor-based violence such as forced marriage and FGM and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Preventative education will be age-appropriate, developmentally appropriate and responsive to the needs and maturity of the children and young people. This includes ensuring that provision within the Early Years Foundation Stage is appropriate to the age and stage of development of babies and young children, while provision for older pupils is developed progressively to reflect their increasing independence, understanding and the risks they may encounter.

Within the EYFS, preventative safeguarding education will be embedded through everyday practice, positive relationships, modelling, play and age-appropriate conversations. This will support children to develop confidence, communication skills, awareness of boundaries, understanding of appropriate and inappropriate behaviour, the ability to express their feelings and concerns, and an understanding of how to seek help from trusted adults. This will be underpinned by our schools, EYFS curriculum and practice, including Personal, Social and Emotional Development and Communication and Language, our safeguarding and child protection procedures and our planned programme of relationships, sex and health education (RSHE), which is inclusive, age-appropriate and delivered regularly.

5.1 All staff

All staff will:

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding 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 read and understood the guidance.
- › Act upon concerns, challenge inappropriate behaviour and recognise attendance patterns as safeguarding indicators.
- › Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. Staff will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
- › All staff should promote safe and age-appropriate use of technology. Any screen use within school including EYFS should be purposeful, proportionate, supervised and balanced with interaction, play and physical activity. Staff should model safe digital behaviours, ensure children are not exposed to inappropriate content, and report any online safety concerns to the DSL in line with the setting's safeguarding procedures. Children are closely monitored when using interactive whiteboards or iPads and these times will be limited.
- › In our EYFS Provision, all staff and leaders will ensure that the safeguarding and welfare requirements of the EYFS statutory framework are implemented alongside this policy. Where an EYFS requirement is addressed through another school policy or procedure, this policy will signpost to that document.

- › Reinforce the importance of online safety when communicating with parents and carers. What we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- › Staff will Promote safe, age-appropriate and proportionate use of technology. Any screen use within EYFS must be purposeful, appropriately supervised and balanced with interaction, play, communication and physical activity. Staff will have regard to current DfE guidance on screen use in early years' settings.
- › Follow the school's procedures for the safe use of mobile phones, cameras, smart watches and other electronic devices with imaging or sharing capabilities. No personal mobile phones will be on the person of a Nursery employee – they will remain in their staff area. A school mobile is to be used in Stepping Stones Nursery only for emergency procedures such as lockdown and the wired school phone in Easby Nursery.
- › Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- › Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and any deputies, school behaviour & relationships policies, online safety policies and the safeguarding response to children who go missing from education
- › The early help/family help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).
- › Recognise that children in the EYFS, including babies and young children, may be unable to verbalise concerns and that safeguarding concerns may therefore be identified through behaviour, communication, physical presentation, development, interactions or other changes.
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- › The fact that children can be at risk of harm inside and outside of their home, at school and online
- › The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- › What to look for to identify children who need help or protection

Section 16 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.1 A - EYFS Lead/Room Leaders

The EYFS lead will work closely with the headteacher and DSL to ensure that safeguarding and welfare are embedded throughout the EYFS provision.

The EYFS Lead will:

- › Ensure that EYFS practitioners understand and implement the safeguarding and welfare requirements of the EYFS statutory framework.

- › Monitor the quality and consistency of safeguarding practice within the EYFS and report concerns or areas for development to the DSL and headteacher.
- › Ensure that children receive appropriate care, supervision and support according to their individual needs.
- › Monitor the effectiveness of the key-person system and ensure that relationships with children and families support children's wellbeing, security and development
- › Work with the DSL, SENCO and other relevant professionals to identify and respond to children who may require additional support, including children with SEND or other vulnerabilities.
- › Ensure that safeguarding concerns arising through observations, interactions, attendance, behaviour, communication, development or family circumstances are reported promptly to the DSL.
- › Support staff through supervision, coaching and professional development and promote a culture in which safeguarding concerns can be discussed openly and acted upon.
- › Ensure that safeguarding procedures are consistently followed during the full range of EYFS provision, including indoor and outdoor learning, mealtimes, intimate care, sleep, outings, transitions and any extended provision.
- › Ensure that parents and carers understand relevant EYFS safeguarding, welfare and communication arrangements.
- › Work with the DSL to review safeguarding practice, identify emerging risks and contribute to safeguarding quality assurance.
- › There will be a designated Deputy DSL in Stepping Stones and Easby Nurseries who will be the first port of call for Nursery staff and she will liaise with DSLs in the main building to ensure effective practice mirroring that in St Alban's Catholic Primary School which is outlined by the Trust.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The name of the DSL for each individual school is found in the contact information at the start of this policy. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent cover is provided by the deputies named in the contacts section at the beginning of this policy.

Details of what to do if you need to make contact with the DSL out of hours are included in appendix 4.

The DSL will be given the time, funding, training, resources and support to:

- › Provide safeguarding leadership, including quality assurance of safeguarding work in school and across the EYFS Provisions.
- › Provide advice and ongoing support to staff and practitioners on child welfare and child protection matters
- › Ensure that safeguarding policies and procedures are developed, implemented, reviewed and communicated effectively and reflect the requirements of the EYFS statutory framework.
- › Ensure safeguarding training is provided in accordance with the KCSIE changes, EYFS statutory framework and that practitioners are supported on an ongoing basis to apply their safeguarding knowledge and the setting's procedures.
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- › Have a good understanding of the indicators of safeguarding risks and how to look for and identify patterns which could indicate safeguarding risk for children
- › Have a good understanding of attendance as a safeguarding risk
- › Have a good understanding of harmful sexual behaviour
- › Have a good understanding of the filtering and monitoring systems and processes in place at their school and understand emerging risks such as AI misuse
- › The DSL will have oversight of attendance and absence as safeguarding matters, emerging technology-related safeguarding risks, including AI, and safeguarding quality assurance.

The DSL will also:

- › Keep the headteacher informed of any issues if the DSL isn't the headteacher)
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and deputies are set out in their job description.

5.3 The board of Directors

The board will:

- › Facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the CEO to account for its implementation across the trust
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- › Appoint a link director to monitor the effectiveness of this policy in conjunction with the full trust board. This is always a different person from the DSL
- › Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training 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. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- › Make sure:
 - Online safety is a running and interrelated theme within the whole-trust approach to safeguarding and related policies
 - The trust has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members

(including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - 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 other body fails to comply

The chair of the board of directors will act as the 'case manager' in the event that an allegation of abuse is made against the CEO where appropriate (see appendix 3).

All directors will read part 1 and annex of Keeping Children Safe in Education annually. The chair of directors and the safeguarding link director will receive annual training on keeping children safe in education.

Section 15 has information on how directors are supported to fulfil their role.

5.4 Local Academy Committees

Governors provide scrutiny and assurance of safeguarding effectiveness and impact in school. Governors on local academy committees will:

- › Review the school-specific elements of the policy after the trust level policy has been reviewed and approved. They will also hold the headteacher to account for the implementation of the policy in the school.
- › Seek triangulated evidence of strong safeguarding culture, with particular emphasis on listening to the voice of children
- › Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That school specific elements of this policy reflect that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Each local academy committee will appoint a member of their committee to act as the governor responsible for safeguarding, to liaise with the school DSL on local safeguarding issues and report to the safeguarding link director.

The chair of the local academy committee will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All governors will read Part 1 of Keeping Children Safe in Education. The chair of and the governor responsible for safeguarding will receive annual training on keeping children safe in education

Section 15 has information on how governors are supported to fulfil their role.

5.5 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy and the EYFS Statutory Framework
 - Understand and follow the procedures included in this policy and the EYFS Statutory Framework, particularly those concerning referrals of cases of suspected abuse, neglect and exploitation
- › Communicating this policy to parents/carers when their child joins the school/nursery and via the school website
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- › Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Headteachers in Trust primary schools are also responsible for:

- › Ensuring the relevant staffing ratios are met, where applicable

Headteachers in Trust Schools providing Early Years provision are also responsible for:

- › Making sure each child in the Early Years Foundation Stage is assigned a key person
- › Overseeing the safe use of technology, mobile phones and cameras in the setting
- › The setting has appropriate staffing arrangements and ratios to meet the needs of all children and ensure their safety and adequate supervision.
- › The safe use of technology and screen use within EYFS is appropriately managed and has regard to current DfE guidance.
- › Appropriate paediatric first aid arrangements are maintained and at least one person with a current paediatric first aid certificate is available on the premises whenever children are present and accompanies children on outings, in accordance with the EYFS statutory framework.

5.6 Virtual school heads

Virtual school 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 also identify and engage with key professionals, e.g. DSLs, special educational needs coordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

- › Timely information sharing is essential to effective safeguarding
- › 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
- › The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

- › If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- › If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- › Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumors and exposing victims' identities
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- › Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3
- › Any arrangements specific to an individual school are set out in appendix 4

7. Recognising abuse and taking action

Staff must respond immediately to concerns and not wait for single incidents. Patterns including behaviour, attendance and online activity must trigger safeguarding action.

Persistent absence and patterns of absence must trigger a safeguarding review.

Staff, volunteers, directors and governors on local academy committees must follow the procedures set out below in the event of a safeguarding issue.

The school's safeguarding and child protection procedures apply equally to children within the EYFS.

Staff working with babies and young children will receive training to recognise signs of abuse, harm and neglect, including attendance, changes in behaviour, presentation, development or general wellbeing. Staff will be alert to the particular vulnerabilities and safeguarding needs of babies and young children and will report any concerns immediately to the DSL in accordance with this policy and local safeguarding procedures.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children’s social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 7.2) as soon as possible if you make a referral directly.

Please see appendix 4 for additional guidance on how to make a referral in this school.

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- › Not recognise their experiences as harmful
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- › Babies and young children, particularly those in the Early Years Foundation Stage (EYFS), may be unable to verbally explain what has happened. Safeguarding concerns may instead be identified through changes in behaviour, communication, play, interactions, emotional presentation, physical presentation or other indicators. Staff must remain professionally curious where something does not appear right.

None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

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”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- › Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- › Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures (see appendix 4)

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early assessment help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

See appendix 4 for any additional guidance on procedures at this school.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has certain health conditions;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Has a mental health need;
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member in prison, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day
- has unexplained absences
- is on a part time timetable

If early help is appropriate, an advice session will be requested between the MAST team, family and school where a decision will be made about setting up an inter-agency assessment (including the completion of a family common assessment framework) as appropriate.

Staff, usually Phase Leaders or Parental Support Workers, may be required to support other agencies and professionals undertake an assessment, in some cases acting as the lead practitioner.

The DSL, in consultation with Phase Leaders/Heads of Year, will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

See appendix 4 for additional guidance on procedures for this school.

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors on our local academy committee can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

7.6 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

For children in the Early Years Foundation Stage, staff should recognise that babies and young children may not be able to describe how they are feeling or identify that they are experiencing a mental health or emotional wellbeing difficulty. Concerns may instead be indicated through changes in behaviour, emotional regulation, attachment or relationships, communication, play, sleep, eating, toileting, physical presentation, development or engagement with others.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action. If your school has a mental health lead (see contacts at the start of this policy) you can also discuss your concerns with them.

7.7 Absence as an indicator of Safeguarding Risk

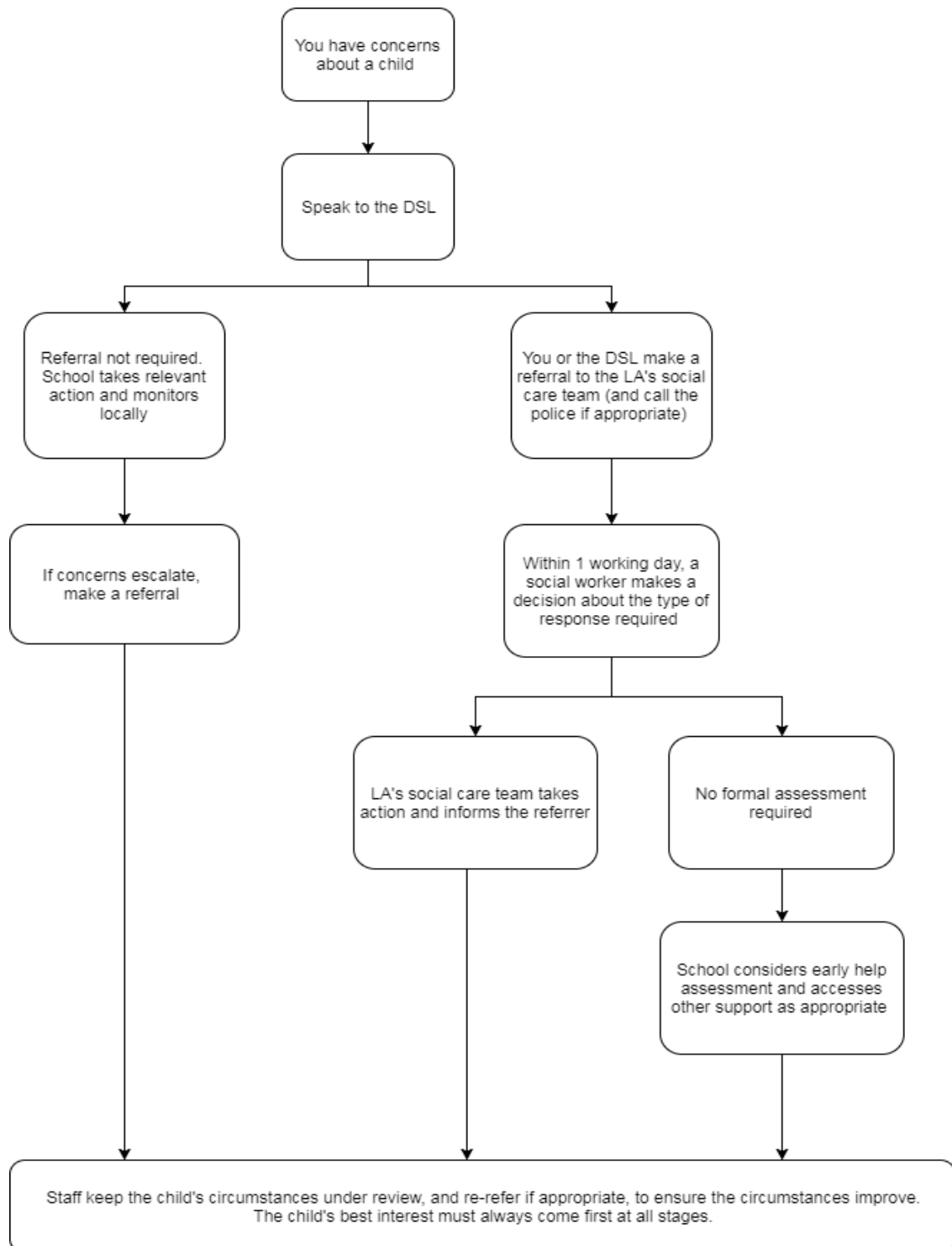
Persistent absence, part-time timetables and unexplained absence may indicate safeguarding risks.

The DSL must routinely review absence data to identify children who are persistently absent, have unexplained absences or who are subject to part time timetables. Consideration must be given to potential risk indicators and pro-active steps that may be needed, including further investigation, safety planning or escalation to other agencies.

All staff must be vigilant for any unexplained absences or patterns in attendance which are concerning. Staff must act on these concerns, by following the steps in section 7.4

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of the local academy committee.

The headteacher/chair of the local academy committee will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where an allegation concerns a person working within or having contact with children in the EYFS provision, the headteacher, DSL or other appropriate senior leader will ensure that any required notification to Ofsted is made within the required timescale and in accordance with the EYFS statutory framework and Ofsted requirements. The school will maintain a record of the allegation, the actions taken, the advice received and any required notification.

(see appendix 3 for more detail).

You may have a 'low level' concern about a member of staff, supply teacher or contractor. Such concerns must still be shared. Guidance on sharing low level concerns is contained in appendix 3, section 2 (of this policy).

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › 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/ self-generated images including AI)

See appendix 4 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- › You must record the allegation and tell the DSL, but do not investigate it
- › The DSL will explore the allegation to ensure that they have the information needed to share with the local authority safeguarding team, including an assessment of whether the issue is an allegation of child on

child abuse. The DSL will contact the local authority safeguarding/social services team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- › The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- › Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- › Ensure pupils are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- › Ensure staff reassure victims that they are being taken seriously
- › Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- › Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation

- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

At St Alban's School and Nurseries, we recognise that child-on-child abuse can occur between children of any age, including within the Early Years Foundation Stage (EYFS). The nature and presentation of such behaviour will vary according to children's age, stage of development, communication skills, individual needs and understanding. Staff will therefore respond to concerns in an age- and developmentally appropriate way.

To achieve this, we will:

- Recognise that, in the EYFS, children may explore relationships, boundaries and behaviour through play and imitation. Staff will distinguish between developmentally typical behaviour and behaviour that is inappropriate, harmful, coercive, persistent, concerning or outside what would reasonably be expected for the child's age and stage of development.
- Ensure that children's personal boundaries, relationships, respectful behaviour and understanding of appropriate and inappropriate behaviour are supported through age-appropriate teaching, modelling, interactions and the curriculum.
- Ensure children and young people have appropriate and accessible ways to communicate concerns. In the EYFS, staff will recognise that children may not make a direct verbal report and may communicate concerns through behaviour, play, gestures, drawings, changes in communication, emotional presentation or interactions with others.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s), where needed. We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes/Self-Generated Images –including AI (formally known as sexting)

This is a suggested approach based on [guidance from the UK Council for Internet Safety](#) for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos – including AI generated images/videos (formerly known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- › View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)

- › Delete the imagery or ask the pupil to delete it
- › Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- › Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- › Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to pupil(s)
- › If a referral needs to be made to the police and/or children's social care
- › If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › What further information is required to decide on the best response
- › Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- › Whether immediate action should be taken to delete or remove images or videos from devices or online services
- › Any relevant facts about the pupils involved which would influence risk assessment
- › If there is a need to contact another school, college, setting or individual
- › Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- › The incident involves an adult
- › There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- › What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- › The imagery involves sexual acts and any pupil in the images or videos is under 13
- › The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the arrangements set out in appendix 4.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- › What it is
- › How it is most likely to be encountered
- › The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- › Issues of legality
- › The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- › Specific requests or pressure to provide (or forward) such images
- › The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- › Put systems in place for pupils to confidently report abuse
- › Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- › Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Details of reporting systems for pupils in our school are set out in appendix 4

8. Online safety and the use of mobile technology

Online safety is a core safeguarding issue. The Trust ensures robust monitoring, filtering and active response to risks including exploitation, bullying and harmful content.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, we aim to:

- › Have robust processes in place (including filtering and monitoring) to ensure the online safety of pupils, staff, volunteers and governors
- › Protect and educate the whole school community in its safe and responsible use of technology, including AI, mobile and smart technology (which we refer to as 'mobile phones')
- › 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

Staff will recognise that children in the EYFS may encounter online risks indirectly, for example through adults' devices, older siblings, family members, shared devices or content shown to them by others. Such concerns will be considered within the school's wider safeguarding procedures.

Within EYFS, screen use will be purposeful, proportionate, appropriately supervised and balanced with interaction, communication, play, physical activity and other experiences, with regard to the Department for Education's guidance on screen use in early years' settings.

EYFS practitioners will model safe and appropriate use of technology and will take reasonable steps to ensure that children are not exposed to inappropriate or harmful content. Any concerns arising from children's exposure to online content or technology will be reported to the DSL in accordance with this policy.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, misinformation, dis-information (fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

See appendix 4 for further detail on how we address these risks at our school.

8.1 Artificial intelligence (AI)

We recognise that AI has many uses, including enhancing teaching and learning. However, AI also introduces new safeguarding risks including deep fake imagery, impersonation, grooming and online coercion. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. These will be treated as safeguarding concerns and managed accordingly.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

9. Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- › Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

›

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- › Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- › The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these pupils. This is set out in appendix 4.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO).

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has 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

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher (see contacts section at the start of this policy) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- › Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- › Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

13. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

In the EYFS, staff will use age- and developmentally appropriate language and approaches when supporting children and will focus on children's safety, wellbeing, relationships, respect, inclusion and protection from discrimination or harm. Staff will not make assumptions about a young child's identity or impose labels on children based on their behaviour, interests, appearance or relationships.

All staff have a responsibility to promote a safe, inclusive and respectful environment in which children are treated with dignity and are protected from bullying, discrimination and abuse. Any concerns about a child's safety, wellbeing, bullying, harassment or risk of harm must be reported to the DSL in accordance with this policy.

14. Complaints and concerns about school safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

14.2 Other complaints

See appendix 4 for details of how other safeguarding-related complaints are handled at this school.

14.3 Whistle-blowing

If you have concerns regarding the way the school or the trust safeguards pupils – including poor or unsafe practice, or potential failures, these concerns can be raised following the procedures set out in the trust's whistleblowing policy.

Our Stepping Stones setting will notify Ofsted of significant events and other matters where notification is required by the Early Years Foundation Stage statutory framework. Concerns about safeguarding practice will be addressed promptly through our settings, safeguarding and whistle blowing procedures and, where necessary escalated to the appropriate external agency.

Where a member of staff feels unable to raise an issue or feels their concerns are not being addressed they should use the other channels open to them:

NSPCC Whistle-blowing advice line: **0800 0280285** / help@nspcc.org.uk

Further guidance can be found via the Ofsted guidance: [Complaints procedure - Ofsted - GOV.UK](#)

Our Whistle-blowing policy can be found on our school website

15. Record-keeping

We will hold records

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records must include:

- › A clear and comprehensive summary of the concern, including the child's voice
- › Relevant factual observations, including changes in a child's behaviour, presentation, communication, relationships or emotional wellbeing where these contribute to a safeguarding concern.
- › Details of how the concern was followed up and resolved
- › A record of decisions reached, the rationale for decisions and outcomes

For all cases the school will always record child voice and decision making rationale where this is developmentally available and appropriate.

Records must demonstrate clear safeguarding thinking and action.

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained in line with our records retention schedule.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- › Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- › Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff
- › Appendix 4 sets out our general arrangements for record keeping relating to safeguarding

16. Training

16.1 All staff

All staff receive induction and regular ongoing safeguarding training to ensure that staff understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

Training will also include including online safety, AI risks, attendance safeguarding and identifying patterns of concern.

This training will be regularly updated and will:

- › Be integrated, aligned and considered as part of the whole-trust safeguarding approach and wider staff training, and curriculum planning
- › Be in line with advice from the 3 safeguarding partners
- › Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- › Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Staff working with children in the EYFS will receive training appropriate to their role, covering the specific safeguarding and welfare requirements for babies and young children.

Training will also ensure that staff understand how to recognise and respond to concerns relating to babies and young children, including changes in behaviour, presentation, attendance, development or wellbeing, and how to report concerns promptly to the DSL in accordance with the setting's safeguarding procedures and Annex C of the EYFS statutory framework.

Contractors/Volunteers

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

16.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

The DSL training includes the specific safeguarding needs of babies and young children consistent with the criteria set out in Annex C of the EYFS Statutory Framework.

The DSL will maintain up-to-date knowledge through regular safeguarding updates, local authority/partnership briefings and other relevant professional development.

16.3 Directors and governors on local academy committees

All directors and governors serving on local academy committees receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- › Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- › Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of directors/local academy committee may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

16.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education and the EYFS Statutory framework and will be in line with local safeguarding procedures.

See appendix 2 of this policy for more information about our safer recruitment procedures.

16.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have Supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17. Monitoring arrangements

This policy will be reviewed annually by the CEO, in conjunction with DSLs at all school and Nursery settings. At every review, it will be approved by the full board of directors and the locally set sections then reviewed by the local academy committee in conjunction with the headteacher.

18. Links with other policies

This policy links to the following policies and procedures:

- › Behaviour
- › Staff code of contact
- › Complaints
- › Whistleblowing

- › Health and safety
- › Attendance
- › Online safety
- › Equality
- › Relationships and sex education
- › First aid
- › Curriculum
- › Privacy notices
- › Safer Sleep Policy
- › Allergy Policy
- › EYFS Statutory Framework
- › Nursery Feeding and Bottle making Policy
- › Nursery Equipment and Hygiene Policy
- › Caring for Babies and Toddler Policy
- › Nappy Changing / Intimate Care Policy

These appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education**, Early Years statutory framework, working together to safeguard children.

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- › Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- › Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- › Seeing or hearing the ill-treatment of another
- › Serious bullying (including cyber-bullying), 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
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

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

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

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

Neglect can take different forms, including physical, emotional, medical and educational or developmental neglect.

Physical neglect may include failing to provide adequate food, clothing, shelter, hygiene, supervision or protection from harm.

Medical neglect may include failing to seek or follow appropriate medical, dental or other health care when a child requires it.

Emotional neglect may include persistent failure to respond appropriately to a child's emotional needs, provide comfort and reassurance, or support their emotional wellbeing.

Educational or developmental neglect may include failing to provide appropriate opportunities for learning, stimulation, interaction and development, taking account of the child's age, developmental stage and individual needs.

In the Early Years Foundation Stage, staff should be particularly alert to persistent patterns of unmet care, emotional, health, developmental or learning needs and should report concerns to the DSL in accordance with this policy.

Appendix 2: safer recruitment and DBS checks – policy and procedures

Safer recruitment policy

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- › Our trust's commitment to safeguarding and promoting the welfare of children
- › That safeguarding checks will be undertaken
- › The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- › Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- › Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- › Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- › Consider any inconsistencies and look for gaps in employment and reasons given for them
- › Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- › Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
- › Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- › Not accept open references
- › Liaise directly with referees and verify any information contained within references with the referees
- › Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- › For staff working in the EYFS provisions references will be used alongside other checks to establish and confirm the individual's suitability to work with children, in line with S3 of the EYFS Statutory Framework.
- › Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- › Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- › Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- › Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- › Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- › Explore any potential areas of concern to determine the candidate's suitability to work with children
- › Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the trust's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- › Verify their identity
- › Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- › Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- › Verify their mental and physical fitness to carry out their work responsibilities
- › Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- › Verify their professional qualifications, as appropriate
- › Ensure they are not subject to a prohibition order if they are employed to be a teacher
- › Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- › Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

- › For staff appointed to work in the EYFS provision, the school will comply with the EYFS statutory requirement that new employees do not commence employment in the setting before the required criminal record check has been received and suitability has been established.

Where required by the relevant legislation: We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- › Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- › Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- › Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

EYFS staff/ childcare suitability

All staff, volunteers, students, agency workers, contractors and other adults working in or having regular contact with children in our Early Years Foundation Stage provision will be subject to the appropriate safeguarding, suitability and pre-employment checks required by the EYFS statutory framework, Keeping Children Safe in Education and relevant legislation. This will include, as applicable, verification of identity, appropriate Disclosure and Barring Service checks, barred list checks, references, employment history, qualifications and any other checks necessary to establish the individual's suitability to work with children. Where required, appropriate checks relating to disqualification from childcare will also be completed.

The school will ensure that no individual is permitted to work unsupervised with children in the EYFS where the required suitability checks have not been satisfactorily completed. Any restrictions or risk-management arrangements will be clearly documented and kept under review.

The suitability of staff and other adults working with children will be monitored on an ongoing basis. Staff must inform the school of any matter that may affect their suitability to work with children, in accordance with the school's safeguarding and employment procedures.

Where an individual's role, circumstances or level of contact with children changes, the school will review whether any additional safeguarding or suitability checks are required.

For staff appointed to work in EYFS, the school will comply with the EYFS statutory requirement that new employees do not commence employment in the setting before the required criminal record check has been received and suitability has been established.

In our Stepping Stones Nursery there will be no volunteers or students.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- › There are concerns about an existing member of staff's suitability to work with children; or
- › An individual moves from a post that is not regulated activity to one that is; or
- › There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- › We believe the individual has engaged in [relevant conduct](#); or
- › We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- › We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- › The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left
- › Any new nominated individual and Lead practitioner for Stepping Stones Nursery will require a new DBS and to register for the online DBS update service.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Where required by the relevant legislation: For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified

under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Where required by the relevant legislation: In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

At this time, there will be no students, only employed staff working in Stepping Stones Nursery.

Volunteers

We will:

- › Ensure that all volunteers are assessed and checked in accordance with the EYFS statutory framework, KCSIE and relevant DBS requirements
- › Ensure that volunteers do not undertake regulated activity with children unless the appropriate enhanced DBS check including Children's Barred List has been obtained.
- › Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.
- › At this time, there will be no volunteers, only employed staff working in Stepping Stones Nursery.
- › Where a volunteer is not engaging in regulated activity, consider whether an enhanced DBS check without Children's Barred List information is appropriate, taking into account the nature of the role and the level of contact with children. Where a risk assessment is undertaken, this will be recorded.
- › Where required by the relevant legislation: Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Directors, members and governors serving on local academy committees

All directors, governors serving on local academy committees and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, Directors, local governors and members will also have the following checks:

- › A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#))
- › Identity
- › Right to work in the UK
- › Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider covering:

- Confirmation they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.
- Any changes that might put a child at risk, for example staff changes, so the school can make sure appropriate safeguarding checks have been carried out

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Disqualification– EYFS

St Alban's and Stepping Stones will ensure that no person who is disqualified from providing or being directly involved in the management of early years or childcare provision is employed or permitted to undertake such work within the school's EYFS provision.

The school will follow the Childcare Act 2006 with the requirements of the EYFS Statutory Framework 2026.

Staff are required to disclose any circumstances that may affect their suitability or result in disqualification and must do so promptly. The school will undertake appropriate suitability and safeguarding checks and will take immediate appropriate action where a potential disqualification or other suitability concern is identified.

Any disqualification or significant event that may affect the suitability of a person in regular contact with children will be managed and notified to Ofsted where required, in accordance with statutory requirements and timeframes.

Allegations against staff (including low-level concerns) policy

Section 1: allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education.

This section applies to cases/allegations concerning any adult working with or having contact with children in the school or EYFS provision, including employees, supply staff, trainee teachers, volunteers, students, contractors, agency staff and other individuals working on the premises that has:

- › Behaved in a way that has harmed a child, or may have harmed a child, and/or
- › Possibly committed a criminal offence against or related to a child, and/or
- › Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- › Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO – see [contacts](#)).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of the local academy committee where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- › Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- › Providing an assistant to be present when the individual has contact with children
- › Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- › Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

- › Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the trust

If in doubt, the case manager will seek views from the trust's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- › **Substantiated:** there is sufficient evidence to prove the allegation
- › **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- › **False:** there is sufficient evidence to disprove the allegation
- › **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- › **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

Where a child has been harmed, there may be an immediate risk of harm, or the situation is an emergency, the school will contact local authority children's social care and, where appropriate, the police immediately, in accordance with local safeguarding procedures.

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- › Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- › **Discuss the allegation with the local authority designated officer (LADO – see [contacts](#)).** This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. **(The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police). (For local police contact details see [contacts](#))**
- › Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- › Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- › Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- › **If immediate suspension is considered necessary,** agree and record the rationale for this with the **LADO**. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- › **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the **LADO** what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- › **If it is decided that further action is needed**, take steps as agreed with the **LADO** to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- › Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate (such as encouraging contact with their trade union and signposting other support e.g. for concerns around impact on mental health).
- › Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- › Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- › **Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child**, or if the individual otherwise poses a risk of harm to a child

For early years' provision: we will inform Ofsted of any allegations of harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the trust is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the trust, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- › We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- › The headteacher, in liaison with the CEO, will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school/trust, while the school carries out the investigation
- › We will involve the agency fully, but the school/trust will take the lead in collecting the necessary information and providing it to the LADO as required
- › We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- › Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- › If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- › If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavor to take the required action as soon as possible thereafter.

Where reasonably practicable, the school will seek to resolve cases within **four weeks**, in line with the expectations set out in Keeping Children Safe in Education.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the trust will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the trust will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- › Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- › Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- › Who needs to know about the allegation and what information can be shared
- › How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- › What, if any, information can be reasonably given to the wider community to reduce speculation
- › How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- › A clear and comprehensive summary of the allegation
- › Details of how the allegation was followed up and resolved
- › Notes of any action taken, decisions reached and the outcome
- › A declaration on whether the information will be referred to in any future reference
- › We will ensure that all staff have sufficient understanding of the use of English to ensure the well-being of children in our care, we will ensure that all records are kept in English and the member of staff can liaise with other agencies in English.

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- › Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- › Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the trust's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- › Issues arising from the decision to suspend the member of staff
- › The duration of the suspension
- › Whether or not the suspension was justified
- › The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

For children in the EYFS provisions, staff will recognise that babies and young children may be particularly vulnerable as they may be unable to communicate concerns or recognise inappropriate behaviour. Concerns about the conduct of any adult towards an EYFS child will therefore be taken seriously and managed in accordance with this policy and the EYFS safeguarding and welfare requirements.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly 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
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 7.7 of this policy

- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school or trust's safeguarding system

Low level concerns about a member of staff should be reported to the Headteacher as per the school's Child Protection procedures.

- If the concern is about the Headteacher this should be reported to the Chair of Governors.
- Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers.
- Staff should use the school's Low-Level Concerns Reporting Form

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Keeping Children Safe in Education, Part 4, Section 2 provides that if there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold and thus should be treated as an allegation, the Local Authority Designated Officer (LADO) should be consulted.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken. The name of the person raising the concern should be recorded, unless they wish to remain anonymous, in which case this should be respected as far as reasonably possible.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school
- Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Appendix 4: Specific safeguarding information and arrangements for St Alban's Catholic Primary and Nursery School and Stepping Stones Nursery.

Reading & Understanding Part 1 and Annex B of Keeping Children Safe in Education

Reading & Understanding Early Years Foundation Stages Statutory Framework

All staff complete safeguarding training annually in line with Keeping Children Safe in Education. Staff declarations are completed in paper format, while knowledge and understanding are assessed electronically through online assessments. Staff working within the Early Years Foundation Stage receive safeguarding training appropriate to their role and responsibilities and in accordance with the EYFS statutory framework, KCSIE and local safeguarding arrangements. Training is refreshed as required and staff receive safeguarding information as part of induction.

Where staff are appointed at different points throughout the school year, they receive appropriate safeguarding training as part of their induction. Their knowledge and understanding are assessed through an online assessment to ensure they have understood the safeguarding expectations and procedures.

St Alban's adopts a proactive approach to safeguarding by implementing preventative measures to help keep children safe. We promote open and positive relationships with children and their parents/carers, encouraging them to share any concerns or worries. Staff share relevant local knowledge about children and families confidentially with the Designated Safeguarding Leads to ensure appropriate support is provided.

We maintain strong partnerships with the Police, the local authority, and other safeguarding professionals. As part of our curriculum, we invite the Police, community officers, nursing and healthcare professionals, and other specialist agencies to deliver age-appropriate learning on issues that may affect our children. This helps children to recognise what is safe and unsafe, understand how to keep themselves safe, and know who they can speak to if they have any concerns.

Where to find key school policies and procedures linked to this policy

All key policies and procedures relating to this policy can be located on our school website:

[St Alban's Catholic Primary and Nursery School: Policies](#)

Contact with the DSL &/or Deputies out of hours

Contact can be made with the DSLs out of school hours via email – located on page 3 of this policy under important contacts.

Record Keeping, Data Sharing and Confidentiality

The school maintains safeguarding records electronically using CPOMS, a secure system for recording, storing and managing safeguarding concerns.

- All safeguarding records are stored securely on CPOMS.
- Safeguarding records are retained until a child leaves the school. Where a child transfers to another setting, the safeguarding file is transferred securely to the receiving school within five working days, in line with statutory guidance, any child protection files will be transferred securely and separately from the main pupil file and securely.

- Access to safeguarding records is restricted to the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads to maintain confidentiality. Where there is a legitimate need or right to access the information by other professionals the DSL will share this information.
- Information is shared internally and externally only where it is necessary, proportionate, and in the best interests of the child. Information sharing is undertaken in accordance with relevant legislation, local safeguarding procedures, and statutory guidance.
- Any safeguarding documents containing written records are stored securely in a locked location, with access restricted to those who have a legitimate professional need or right to access them.
- All information is handled in accordance with the UK GDPR, Data Protection Act 2018 and the school's data protection policies and procedures.

Information and record keeping EYFS

For children in the EYFS, the school will maintain records required by the EYFS statutory framework and any other applicable legislation or guidance. These will include, where applicable, information relating to the child's identity, emergency contacts, health, development, care, attendance, safeguarding and welfare.

Records relating to children's care and development will be maintained appropriately and will support continuity of care and effective communication between practitioners, parents and relevant professionals.

The school will ensure that EYFS records are:

- Accurate and kept up to date.
- Stored securely and treated confidentially.
- Accessible to staff who have a legitimate professional need to access them.
- Made available to Ofsted or other relevant authorities where required.
- Shared appropriately with parents/carers and other professionals in accordance with the EYFS statutory framework, safeguarding requirements, data protection legislation and the child's best interests.

Safeguarding and child protection records will be kept separately from general educational or developmental records where appropriate, with clear links between records where necessary to safeguard the child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only made available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained in line with our records retention schedule and applicable legal requirements.

If a child for whom the school has, or has had, safeguarding concerns moves to another Nursery or School, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer; or
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

For each child in our EYFS provision, the School & Nursery will maintain the information required by the EYFS statutory framework. This will include, as applicable:

- the child's full name and date of birth;
- the name and address of every parent and/or carer known to the school;
- information about any other person who has parental responsibility for the child;
- information about which parents/ carers the child normally lives with; and
- emergency contact details for parents and/or carers.
- Name of the child's key person
- Hours of the child's attendance

This information will be kept accurate, up to date and securely, with access restricted to those who have a legitimate professional need to access it. It will be made available to Ofsted or other relevant authorities where required and shared appropriately where necessary to safeguard or promote the welfare of the child.

St Alban's will make the information required by the EYFS statutory framework available to parents/ carers of children attending the EYFS provision.

This will include, as applicable:

- how the EYFS is delivered in the setting and how parents and/or carers can access further information;
- the range and type of activities and experiences provided for children, the daily routines of the setting and how parents and/or carers can support their child's learning at home;
- how the setting supports children with special educational needs and disabilities;
- the food and drinks provided for children;
- details of the setting's policies and procedures, including procedures for the non-collection of a child and for a child going missing;
- how staffing in the setting is organised, including the name and role of the child's key person; and
- a telephone number for parents and/or carers to contact the setting in an emergency.

The school will ensure that this information is kept accurate and up to date and is made accessible to parents and/or carers in an appropriate format. When we are aware of any upcoming inspections conducted by Ofsted, parents/carers will be notified and a copy of the report will be made available parents/carers.

Recognising Abuse and Taking Action – Procedures at this school

If a member of staff has reason to believe that a child is suffering, or is likely to suffer, harm, or is at immediate risk of harm, they must report their concerns immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Where a child is in immediate danger or requires an urgent response, any member of staff should contact the emergency services by calling 999. This action should not be delayed.

Staff should not assume that a concern has been dealt with by someone else. If they remain concerned about a child's safety or welfare, they should continue to raise the concern and seek advice from the DSL

Any member of staff may also contact the local safeguarding hub or children's social care directly to seek advice or make a referral if they have concerns about a child's safety or welfare.

All concerns should be recorded in CPOMS as soon as possible, with a clear and accurate record of the concern, including the date, time, facts and actions taken.

For children in the EYFS, staff will recognise that babies and young children may be particularly vulnerable and may be unable to communicate concerns or recognise inappropriate behaviour. Concerns about the safety or welfare of an EYFS child will therefore be taken seriously and acted upon promptly in accordance with this policy, the EYFS statutory framework and local safeguarding procedures.

The DSL will ensure that concerns are appropriately assessed, recorded, followed up and referred to children's social care or other relevant agencies where necessary. The DSL will also ensure that appropriate information is shared with relevant professionals where this is necessary to safeguard or promote the welfare of the child.

Doncaster Social Care Team: 01302 737777

<https://www.doncasterchildrenstrust.co.uk/worried-about-a-child>

If you have concerns about a child (not at immediate risk of harm)

Any member of staff who has a concern about a child must report it to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay. The concern must be recorded promptly on CPOMS, providing a clear, factual, and accurate account. Any subsequent concerns, observations, actions taken, or updates should be added to the original CPOMS record as follow up entries to ensure a comprehensive chronology is maintained.

All staff are aware of MASH (Multi-Agency Safeguarding Hub). The Early Help Enquiry through MASH has been established to improve communication, information sharing and to support more effective delivery of services where there is a need. All enquiries are triaged by a Social Worker, where threshold for Early Help is clear, contacts will be screened within the Early Help Hub, where threshold is unclear the MASH process will be used. Staff are aware of the threshold for Early Help which can be found here:

[DES-1034-Early-Help-Strategy-v02.indd](#)

All staff are aware that Early Help is not a service, but a way of thinking and working. It is a collaborative approach between services and families that provides support as soon as a need is identified. When a child/young person or family is not achieving all outcomes within the Early Help Outcomes Framework, Early Help will be offered to support them to reach those outcomes.

[Early Help | Doncaster Safeguarding Children Partnership \(dscp.org.uk\)](#)

St Alban's recognises the development of Family Help arrangements under the Families First Partnership Programme and will work with local safeguarding partners to ensure children and families receive the right support at the right time.

All staff are clear of the expectation of 'professional curiosity' to enable them to identify safeguarding concerns. Staff will exercise 'professional curiosity', respectfully exploring inconsistencies and seeking further information where required to safeguard children.

All staff are alert to the potential need for Early Help for pupils who have 'experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit'.

All staff acknowledge that Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

MASH is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who may need a coordinated early help response or a social care response.

- Screening all early help enquiries to ensure an appropriate level of response for the child/young person and family.

The DSL/DDSL will act as Lead Professional where this is appropriate for the family.

Families First Partnership Programme (FFPP) & Doncaster Family Model

FFPP has been launched by the DfE, delivering the most significant reform in children's social care in the past 30 years. This will be a transformative year, and this policy will continue to be updated as and when changes are implemented.

This programme will take a family-focused approach involving family group decision-making and enhanced multi-agency collaboration. Families will be able to access the right help and support at the right time with early intervention being key to prevent problems from escalating.

To ensure all professionals working with children, young people and families in Doncaster are equipped to embrace and lead on this change, Doncaster is launching a clear practice framework – Doncaster Family Model.

At St Alban's we are committed to this way of working and will ensure that all staff are appropriately trained and equipped to work with all safeguarding partners.

[Families First Partnership programme - GOV.UK](https://www.gov.uk/government/organisations/families-first-partnership-programme)



If you have concerns about mental health

Concerns relating to a child's mental health and wellbeing are recorded on CPOMS. Where appropriate, staff will complete our internal Mental Health and Wellbeing Intervention Referral Form to ensure children receive timely and appropriate support. Depending on the child's needs, support may include referrals to Child and Adolescent Mental Health Services (CAMHS), With Me in Mind (WMIM), School Nursing (RDASH), the school counsellor, or internal pastoral support. The school works collaboratively with children, families and partner agencies to ensure that the right support is provided at the earliest opportunity.

For children in the EYFS, staff will recognise that mental health and emotional wellbeing concerns may present differently in babies and young children. Staff will be alert to changes in behaviour, emotional regulation, relationships, communication, development, sleep, eating or other indicators that may suggest that a child is experiencing emotional or mental health difficulties. Concerns will be considered alongside the child's individual circumstances and developmental stage and will be responded to appropriately. Where a concern may indicate that a child is suffering, or is likely to suffer, harm, safeguarding procedures will be followed.

The school will work in partnership with parents and/or carers and relevant professionals to support the emotional wellbeing of EYFS children and to identify and respond to concerns at the earliest opportunity.

St Alban's is equally committed to promoting and supporting the mental health and wellbeing of all staff, recognising that a healthy, supported workforce is essential to creating a strong safeguarding culture and achieving the best outcomes for children. We foster a positive, open and supportive environment where staff feel confident to seek help when needed. Staff have access to a range of wellbeing resources, supervision where appropriate, and Caritas Counselling Services to support their health and wellbeing.

For advice relating specifically to concerns around the mental health of a child/young person, advice can be provided by ringing the Mental Health Specialist Advice Line 01302 796191.

Sharing of nudes and semi nudes – procedures at this school

Our school follow the suggested approach based on the guidance from the UK Council for Internet Safety – for staff, DSLs and senior leaders.

Responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images or videos (youth produced sexual imagery or self-generated intimate images including AI generated), you must report this to the DSL immediately.

For children in the Early Years Foundation Stage, staff will recognise that babies and young children may be particularly vulnerable and may have limited ability to understand, communicate or report concerns about sexualised behaviour or inappropriate images. Any concern involving an EYFS child will be treated as a safeguarding concern and responded to in accordance with this policy, the EYFS statutory framework, Keeping Children Safe in Education and relevant local safeguarding procedures. The DSL will consider the child's age, stage of development, communication needs, vulnerabilities and individual circumstances when assessing risk and deciding what action is required.

You must not:

- View, copy. Print, share. Store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete imagery or ask the pupil to delete this.
- Ask the child/young person who are involved in the incident to disclose information regarding (this is the DSLs responsibility).
- Share information about the incident with other members of staff, the child/young person it involves or their, or other parents and/or carers.
- Say or do anything to blame or shame any child/ young person involved.

You should explain that you need to report the incident, and reassure the child/young person that they will receive support and help from the DSL.

Initial Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and a member of the safeguarding team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to the child/young person
- If a referral needs to be made to the police and/or children's social care If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through SY Police on 101 or 01142202020 – Mexbrough Neighborhood Police (Doncaster).

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes where age and developmentally appropriate, as part of our RHE Ten Ten programme and is broadly covered within our RSHE curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for pupils at this school

Where there is a safeguarding concern, we will take the child's voice, wishes and feelings into account when determining what action to take and what services to provide, taking account of the child's age, understanding, communication needs and stage of development.

We recognise the importance of ensuring that all children, including children in the Early Years Foundation Stage, feel safe and are supported to communicate concerns, worries or allegations in a way that is appropriate to their age, stage of development and individual needs.

To achieve this, we will:

- Have systems in place that enable children to communicate concerns about abuse, neglect, harm or their welfare to a trusted adult.
- Ensure that reporting methods and systems are well promoted, easily understood and accessible to children in an age- and developmentally appropriate way.
- Make it clear to children, through age-appropriate communication, that their concerns will be taken seriously and that they can safely express their views and feelings.
- Ensure that children can report concerns to any adult in school. Staff will respond appropriately to what a child communicates and will pass safeguarding concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead without delay.
- Recognise that babies and young children in the EYFS may be unable to verbally communicate concerns. Staff will therefore remain alert to changes in behaviour, presentation, interactions, development and emotional wellbeing and will use professional curiosity when concerns arise.
- Children can report concerns to any adult in school and would initially be supported by their class teacher, teaching assistant or another trusted adult, who will record the concern on CPOMS and ensure that it is passed to the DSL/DDSL without delay. Staff must not delay reporting a safeguarding concern while waiting to complete a CPOMS record.
- Children will be supported, where appropriate, to access external sources of help and advice, including Childline (0800 1111). Information about sources of support are displayed and communicated in an age-appropriate way.

- Through our RHE and PSHE curriculum, and through age-appropriate safeguarding education and PSED learning and development in the EYFS, children will be helped to understand how they can speak to a trusted adult if they are worried, what they can do if they feel unsafe and how the school will respond to concerns.
- Staff will recognise that some children may communicate concerns through their behaviour, play, drawings, interactions or changes in presentation rather than through a direct verbal disclosure. Such indicators will be taken seriously and responded to in accordance with this safeguarding policy.

Online Safety and the Use of Mobile Technology

Our school recognises that the use of technology, the internet and mobile devices forms an important part of children's lives and education. We also recognise that children may be exposed to safeguarding risks online, including inappropriate or harmful content, harmful contact or communication, online bullying and abuse, exploitation, grooming, inappropriate sharing of images, sexual abuse and exploitation, radicalisation, self-harm content and other emerging online risks.

The use of mobile phones, cameras, tablets and other electronic devices with imaging or sharing capabilities will be managed in accordance with this safeguarding policy and the setting's acceptable use procedures. Personal mobile phones and personal devices capable of taking photographs or recording children will not be used to take, store or share images or recordings of children. Any photographs or recordings of children for legitimate educational, safeguarding or operational purposes will only be taken using school-approved devices and stored and shared through approved systems. Personal mobiles will only be allowed in staff area when staff door is firmly closed.

Personal devices will be kept securely and will not be accessible to children. Staff will follow the school's procedures for the use of devices during the working day and will report any loss, misuse or inappropriate use of a device immediately to the DSL or headteacher.

Our approach to online safety forms part of our wider safeguarding and child protection arrangements and is underpinned by the principles set out in Keeping Children Safe in Education the Early Years Foundation Stage statutory framework and relevant Department for Education guidance.

To meet our aims and address the risks associated with work online and use of mobile technology, we will:

Educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- safe and respectful online communication
- Keeping personal information private
- sharing photographs, videos and other personal information
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- the potential risks associated with social media, gaming and online communication; and emerging online safeguarding risks appropriate to their age and developmental stage.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and their expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.
- Any safeguarding concerns identified through filtering or monitoring will be reported to the DSL and acted upon promptly, with actions and outcomes recorded.

- The school will educate parents/carers about online safety via our website, communications sent directly to them, online parent workshops and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
- Staff will not take pictures or recordings of pupils on their personal phones, watches, devices, or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (Content, Contact, Conduct, Commerce – described in section 8 of this policy) from the school's IT systems
- 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
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Online safety is taught through the curriculum and reinforced through the school's wider safeguarding arrangements. Our approach includes RSHE/RHE, Ten Ten and Computing, alongside age-appropriate opportunities across the wider curriculum. For children in the EYFS, online safety education and safeguarding arrangements will be appropriate to the child's age, stage of development and individual needs. This will include supporting children to develop safe and responsible behaviours when using technology and helping them understand that they can seek help from a trusted adult if something makes them feel worried, frightened or uncomfortable.

Staff will remain alert to safeguarding concerns arising from children's use of technology, including concerns relating to harmful or inappropriate content, communication or contact, and will follow the school's safeguarding procedures where a concern is identified or disclosed.

Staff will recognise that children in the EYFS may encounter online risks indirectly, for example through adults' devices, older siblings, family members, shared devices or content shown to them by others. Such concerns will be considered within the school's wider safeguarding procedures.

Within EYFS, screen use will be limited but when used will be purposeful, proportionate, appropriately supervised and balanced with interaction, communication, play, physical activity and other experiences, with regard to the Department for Education's guidance on screen use in early years' settings.

EYFS practitioners will model safe and appropriate use of technology and will take reasonable steps to ensure that children are not exposed to inappropriate or harmful content. Any concerns arising from children's exposure to online content or technology will be reported to the DSL in accordance with this policy.

Children are supported to develop age- and developmentally appropriate understanding of how to use technology safely and responsibly and how to seek help from a trusted adult when something online worries, frightens or upsets them. This includes appropriate teaching about online relationships, privacy, personal information, harmful content, online bullying, sharing images and other emerging online risks.

Our online safety curriculum is reviewed regularly to reflect changes in technology and emerging safeguarding risks. DfE guidance specifically identifies relationships education, health education and Computing as important areas for teaching online safety.

The school recognises that online safety education may result in a child disclosing information about abuse, neglect, exploitation, bullying, harassment or another safeguarding concern.

Where any child makes a disclosure or raises a safeguarding concern, staff will:

- listen carefully and calmly;
- take the child's concern seriously;
- avoid leading questions;
- not promise confidentiality;
- reassure the child that they have done the right thing by speaking to an adult;
- report the concern to the DSL without delay; and
- make an accurate record in accordance with the school's safeguarding procedures.

Our school's safeguarding procedures will then be followed, including referral to Children's Social Care, the police or other agencies where appropriate.

[St Alban's Catholic Primary and Nursery School: Policies](#)

Mobile Phone/Cameras (Whole School including EYFS)

To safeguard children and staff, the use of mobile phones, cameras and other electronic devices with imaging, recording or sharing capabilities is strictly controlled throughout both main school and Early Years Foundation Stage (EYFS provisions). Personal mobile phones, smart watches or other personal devices capable of taking photographs, recording video/audio or sharing images must not be used to photograph, record or communicate with children. Personal devices must be switched off or kept securely away from children and must not be used while staff are working directly with pupils, including in our Nursery and EYFS provisions. School-owned tablets may be used for legitimate educational, safeguarding or administrative purposes and in accordance with school procedures. Photographs, videos or recordings of children must only be taken using school-approved devices and stored and shared securely in line with safeguarding, data protection and information sharing procedures. Staff must not use personal accounts, messaging applications or social media to store, share or transmit images or recordings of children. Parents, carers, visitors, volunteers and contractors must comply with our school's arrangements regarding mobile phones, cameras and other electric devices and must not photograph or record children. Any inappropriate use, loss, unauthorised image, recording or sharing of information involving a child must be reported immediately to the DSL and managed in accordance with our school safeguarding procedures. These arrangements apply to all staff, pupils, volunteers, visitors and other adults across whole school including our Nursery and all children accessing the EYFS provision. All arrangements are reviewed regularly to reflect changes in technology and safeguarding risks and are in line with statutory guidance. The school will comply with the specific requirements of the EYFS statutory framework relating to the use of mobile phones and cameras in the presence of children.

Staff must adhere to the following:

- Personal mobile phones, smart watches or other personal devices capable of taking photographs, recording video/audio or sharing images must not be used in areas where children are present (e.g. classrooms, nursery, EYFS provision, main hall, toilets, dining hall, playground, outdoor spaces).
- Staff may only use their personal phones during their breaks in designated staff spaces when children are not present.

- Personal phones, watches or any other devices must not ever be used to photograph, video or record children.
- Only school owned devices may be used to take photos/video/recordings of children for educational or assessment purposes and when parental consent is checked and recorded.

In an immediate emergency or safeguarding situation where rapid communication is necessary to protect children or staff a communication may be sent to alert all staff. This exception must only be used where necessary and proportionate.

[St Alban's Catholic Primary and Nursery School: Policies](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Screen Use- EYFS

St Alban's will take a precautionary approach to screen use within the EYFS Provisions. Screen use will be avoided for children under two and limited to up to one hour per day for children aged two to five, with screens used carefully and intentionally only where there is a clear learning or development purpose. Children will be closely supervised when using digital devices, with age-appropriate and safe content used, and screen use will not replace face-to-face interaction, communication, physical activity, play, exploration or other important EYFS experiences.

Individual needs, including SEND and communication needs, will be considered where technology may provide appropriate support, and staff will follow the school's online safety and safeguarding procedures.

For arrangements below in Stepping Stones, risk assessments are in place to reduce hazards and guide staff. Refresher training will be frequent and in line with any new guidance that arises.

Safer Sleeping Arrangements

St Alban's recognises that safer sleeping is an important aspect of safeguarding and promoting the health and welfare of babies and young children. Our Nursery has a separate Safer Sleep Policy and associated procedures which set out the arrangements for ensuring that children are placed down to sleep safely, sleeping children are frequently checked, and cots, mattresses and bedding are safe, suitable, in good condition and appropriate for the child's age.

For babies aged 12 months and under, the school will ensure that a suitable cot is used in accordance with the EYFS statutory framework and current Department for Education safer sleep guidance. This includes appropriate cots such as a cot, carrycot, Moses basket or travel cot. Floor beds or sleep pods will not be used as a sleep space for babies aged 12 months and under.

Babies will be placed down to sleep safely in accordance with the latest government safety guidance on reducing the risk of sudden infant death syndrome. Sleeping arrangements will take account of the individual child's age, developmental stage and needs.

Sleeping children will be frequently checked to ensure that they remain safe. Staff will follow the Nursery's procedures for recording and monitoring sleep checks.

All staff working with babies and young children are expected to understand and follow the school's safer-sleep arrangements. Appropriate training and guidance will be provided to staff working in the EYFS Nursery provision.

Any concerns, incidents or accidents relating to a child's sleeping arrangements will be reported immediately to the Designated Safeguarding Lead and managed in accordance with the school's safeguarding and health and safety procedures.

Detailed procedures are set out in the school's Safer Sleep Policy, which will be reviewed regularly to ensure that arrangements remain consistent with the EYFS statutory framework and current Department for Education guidance.

Detailed procedures are set out in our Safer Sleep Policy.

[St Alban's Catholic Primary and Nursery School: Policies](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Allergy Safety

St Alban's has a standalone Allergen Policy and will comply with the statutory requirements for allergy safety in school including the statutory allergy safety requirements applying from September 2026 under the Children's Wellbeing and Schools Act 2026 and the Department for Education's Allergy Safety in Schools statutory guidance.

Our allergy safety arrangements include:

- A dedicated Allergen Safety Policy, that will be reviewed at least annually.
- Appropriate allergy awareness and anaphylaxis training for staff, including recognition of symptoms, appropriate emergency response and the use of adrenaline auto-injectors.
- Identification of children with allergies and the development and maintenance of an appropriate Individual Healthcare Plan where required.
- Ensuring children with prescribed adrenaline auto-injectors have access to their own medication in accordance with their individual health and care plan and that the school maintains an appropriate supply of spare adrenaline auto-injectors for use in an emergency.
- Clear arrangements for the storage, accessibility and use of emergency medication.
- Appropriate measures to reduce the risk of children being exposed to their known allergens, including consideration of food, activities, materials, animals and other sources of exposure.
- Appropriate arrangements for food preparation, provision and consumption, including consideration of food brought into school by children, parents/carers or staff.
- Consideration of allergy risks when planning activities, educational experiences, visits and trips, including appropriate individual risk assessments where necessary.
- Clear procedures for responding to an allergic reaction or anaphylaxis, including when emergency services should be contacted.
- Recording and reporting of serious allergy incidents and near misses, with lessons learned used to improve allergy safety arrangements.
- Clear arrangements for communication with parents/carers, relevant staff and healthcare professionals, as appropriate.
- Appropriate records of children's allergies, dietary requirements, medication and healthcare plans, maintained securely and shared only where necessary to safeguard and support the child.
- Appropriate arrangements for children in the EYFS, recognising that babies and young children may require additional support, supervision and assistance to recognise symptoms, communicate their needs and access emergency treatment.

Allergy safety is treated as an integral part of our school's safeguarding, health, welfare and medical arrangements. Staff will follow the school's Allergen Safety Policy and relevant Individual Healthcare Plans and will report any concerns, incidents or changes in a child's allergy or medical needs promptly.

The school will have regard to the Department for Education's statutory guidance on allergy safety in schools and will ensure that its arrangements are reviewed and updated when legislation or statutory guidance changes.

Detailed procedures are set out in the school's Allergen Safety Policy and relevant Individual Healthcare Plans.

Useful links:

[Allergy safety in schools - GOV.UK](#)

[Welcome to Allergy School, Teaching Children About Food Allergies](#)

[For Schools and Childcare Settings | Allergy UK | National Charity](#)

[Safer Schools Programme for Allergy Management | Anaphylaxis UK](#)

[Schools Allergy Code | The Allergy Team](#)

[St Alban's Catholic Primary and Nursery School: Policies](#)

Food, Allergies, Safer Eating and Choking

Meal and snack times are an important part of children's health, wellbeing and development. We also recognise that eating and drinking can present safeguarding and welfare risks, particularly for babies and young children who may be at risk of choking or allergic reactions.

As a school with an EYFS provision, we are committed to ensuring that all children are kept safe when eating and drinking. Our arrangements reflect the requirements of the Early Years Foundation Stage Statutory Framework for group and school-based providers, including the safer eating and weaning requirements that apply from 1 September 2026. We also have regard to the Department for Education's statutory guidance on allergy safety in schools.

Our approach is based on working in partnership with parents and carers and ensuring that all staff understand their responsibilities for children's safety and welfare.

Food, nutrition and drinking

To support children's health and wellbeing, we:

- provide healthy, balanced and nutritious food and drinks where these are provided by school;
- have regard to the Department for Education's guidance on nutrition in the Early Years Foundation Stage;
- ensure that fresh drinking water is available and accessible to children throughout the day;
- take account of individual children's dietary, medical, cultural and developmental needs; and
- ensure that food and drink provided to children is suitable for their age, stage of development and individual needs.

Allergies, intolerances and dietary requirements

We recognise that children may have allergies, intolerances or other dietary requirements which need to be carefully managed to keep them safe.

Before a child starts at St Alban's, we will obtain information from parents and carers about their child's:

- food allergies;
- food intolerances;

- special dietary requirements;
- medical or health needs relating to food and eating; and
- any other information that may affect the child's ability to eat or drink safely.

This information will be recorded accurately and kept up to date. Parents and carers will be encouraged to inform us immediately of any changes to their child's allergy, dietary or medical needs.

We will ensure that relevant information is shared appropriately with all staff who are involved in preparing, handling, serving or supervising food.

At every mealtime and snack time, a clearly identified member of staff will be responsible for checking that the food and drink provided is suitable for the individual children present, including their known allergies, intolerances and dietary requirements.

Where staff are unsure whether food is suitable for a child, the food will not be given until its suitability has been confirmed.

We will take appropriate steps to reduce the risk of accidental exposure to allergens, including through safe food preparation, handling, storage, communication and supervision.

Children will be appropriately supervised to discourage food sharing and to ensure that children do not inadvertently consume food which may place them at risk.

Allergy action plans and individual healthcare plans

We recognise the importance of having clear and up-to-date arrangements for children with allergies.

Where appropriate, we will work with parents and carers and, where necessary, relevant health professionals to develop and maintain an allergy action plan and/or Individual Healthcare Plan.

We will ensure that:

- allergy action plans and Individual healthcare plans are kept up to date;
- relevant staff know which children have allergies and understand the arrangements in place to keep them safe;
- staff know where to access individual allergy and medical information;
- emergency medication is stored appropriately and is readily accessible in accordance with the child's individual plan and school procedures; and
- staff understand what action to take if a child experiences an allergic reaction.

We recognise that allergies can develop at any time, including during the period when babies and young children are being introduced to solid foods.

Staff awareness of allergies and anaphylaxis

We will ensure that staff working with EYFS children have an appropriate understanding of:

- food allergies and food intolerances;
- the signs and symptoms of an allergic reaction;
- the signs and symptoms of anaphylaxis;
- the appropriate emergency response to anaphylaxis;
- the importance of preventing accidental exposure to known allergens; and
- the individual arrangements for children with known allergies.

Staff will know how to access the relevant allergy action plan or IHP and will follow the school's emergency procedures and the child's individual plan if an allergic reaction occurs.

Where an allergic reaction or suspected anaphylaxis occurs, staff will act immediately and seek emergency medical assistance where required.

Weaning and introduction of solid foods

We recognise that children develop at different rates and that children of the same age may have different levels of experience and ability when eating.

Where children in our EYFS provision are being introduced to solid foods, we will work closely with parents and carers to understand:

- the stage the child has reached in the introduction of solid foods;
- the foods and textures the child is familiar with;
- any foods already introduced;
- any known allergies or intolerances; and
- any relevant developmental or medical considerations.

Staff will not make assumptions about a child's ability to manage particular foods or textures based solely on their age.

Food will be prepared and presented in a way that is appropriate to the child's individual developmental stage and ability.

We will work in partnership with parents and carers to support children to progress to new foods and textures safely and at a pace appropriate to the individual child.

Preventing choking

We recognise that choking can be particularly dangerous for babies and young children and that choking may be silent.

Staff will prepare and present food in a way that reduces the risk of choking and is appropriate to each child's individual developmental stage.

Staff will have an understanding of how food should be prepared for young children to reduce the risk of choking, including consideration of the food's size, shape, texture and consistency.

Food will not be given to a child in a form that is inappropriate for their developmental stage or known eating ability.

We will ensure that staff remain alert to foods and situations which may increase the risk of choking and follow the school's safer eating and food preparation procedures.

Safe seating and the eating environment

To reduce the risk of choking and support safe eating, we will ensure that:

- babies and young children are seated safely in a highchair or appropriately sized low chair while eating;
- children are appropriately positioned and supported while eating;
- where possible, distractions during eating are minimised;

- children are able to eat in an environment where staff can observe and supervise them effectively; and
- the eating environment is appropriate to the age and developmental stage of the children.

Supervision during eating

Children will remain within the sight and hearing of a member of staff while eating.

We will ensure that children are adequately supervised during meals and snack times.

Where possible, staff will sit facing the children while they eat so that they can:

- observe how children are eating;
- recognise and respond promptly to signs of choking;
- identify an unexpected allergic reaction;
- discourage unsafe eating practices;
- discourage food sharing; and
- provide support to individual children where required.

Staff will remain vigilant throughout eating times and recognise that choking may be silent.

Supervision arrangements will take account of the number of children, their ages, developmental stages, individual needs and eating abilities.

Paediatric first aid

We will ensure that whenever EYFS children are eating, there is a member of staff in the room who holds a valid paediatric first aid certificate for a full course consistent with the requirements of the EYFS Statutory Framework.

Staff will know how to summon emergency assistance and will follow the school's first aid and emergency procedures in the event of choking, an allergic reaction or another medical emergency.

Staff will not leave children without the required level of supervision during eating.

Choking incidents

If a child experiences a choking incident requiring intervention, staff will respond immediately in accordance with their paediatric first aid training and the school's emergency procedures.

We will:

- record the choking incident;
- record where and how the child choked and the intervention provided;
- inform the child's parents or carers;
- ensure that appropriate follow-up action is taken; and
- review choking incidents periodically to identify any common features or trends.

The EYFS Lead and/or appropriate senior leader will review choking records to identify whether there are recurring issues relating to particular foods, food preparation, seating, supervision, staffing or individual children's eating arrangements.

Where a pattern or common feature is identified, we will take appropriate action to reduce the risk of a further incident. This may include reviewing risk assessments, food preparation, supervision, staff deployment, training or individual arrangements for a child.

Food preparation and hygiene

Safe food preparation and hygiene are essential to protecting children's health.

Staff will ensure that food is prepared, handled and stored hygienically and in accordance with relevant food safety requirements and our school's food hygiene procedures.

Staff who prepare or handle food will receive appropriate information and training for their role.

We will take appropriate steps to prevent contamination and cross-contamination, including allergen cross-contact.

Where food is prepared for a child with a particular allergy, intolerance or dietary requirement, this information will be clearly communicated to those responsible for preparing, handling and serving the food.

We will ensure that all staff have sufficient understanding of English to ensure the well-being of children in their care. This will apply to reading English and understanding instructions such as the safety of medicines or food hygiene.

Safeguarding concerns relating to food and eating

We recognise that a failure to meet a child's identified dietary, allergy, medical or eating needs may constitute a safeguarding or welfare concern.

Any member of staff who has a concern about a child's safety in relation to food or eating must report this promptly in accordance with our safeguarding procedures.

This may include concerns where:

- a child is repeatedly given food that is unsuitable for their known allergy or dietary requirement;
- an agreed allergy action plan or IHP is not followed;
- required emergency medication is unavailable or not administered appropriately;
- children are inadequately supervised while eating;
- safer eating or choking procedures are repeatedly not followed;
- a child's known dietary or medical needs have not been communicated appropriately;
- unsafe food preparation practices place children at risk; or
- there is any other practice which places a child at avoidable risk of harm.

The Designated Safeguarding Lead will consider the nature of the concern and ensure that the appropriate safeguarding, medical, health and safety or staff-management procedure is followed.

Where concerns relate to the practice or conduct of an adult working with children, the school's procedures for managing allegations or concerns about adults working with children will be followed.

Where a notifiable food related incident occurs, including food poisoning affecting two or more children, the school will notify Ofsted within the timescale required by the EYFS statutory framework and any other applicable notification requirements.

Staff training and responsibilities

We recognise that effective safer eating arrangements depend on staff understanding and implementing their responsibilities consistently.

All staff working with EYFS children will receive appropriate information, induction and training relevant to their role. This will include, as appropriate:

- allergy awareness;
- recognising allergic reactions and anaphylaxis;
- understanding individual allergy action plans and IHPs;
- choking prevention;
- developmentally appropriate food preparation and textures;
- safe supervision during meals and snacks;
- food hygiene;
- paediatric first aid and emergency procedures; and
- the school's procedures for reporting and recording concerns and incidents.

Staff must understand these arrangements before undertaking responsibilities involving the preparation, serving or supervision of food.

The Headteacher has overall responsibility for ensuring that effective arrangements are in place to meet the school's safeguarding and welfare responsibilities relating to food, allergies and safer eating.

The EYFS Lead will have responsibility for supporting the day-to-day implementation and monitoring of these arrangements and will report concerns or identified risks to the Headteacher.

We will regularly review:

- children's allergy and dietary information;
- allergy action plans and IHPs;
- staff awareness and training;
- food preparation and hygiene;
- mealtime and snack-time supervision;
- paediatric first aid arrangements;
- choking incidents and records;
- safer eating procedures;
- risk assessments; and
- any safeguarding concerns relating to food or eating.

We will take prompt action where weaknesses or risks are identified.

Our arrangements will be reviewed regularly and whenever there are changes to statutory requirements, government guidance, children's individual needs or our provision.

Other linked policies can be found on our school website:

[St Alban's Catholic Primary and Nursery School: Policies](#)

Health, Illness, Medicines and First Aid – EYFS

Promoting children's health and wellbeing is an important part of safeguarding. We also recognise that babies and young children may require additional support with illness, medical conditions, medication and first aid.

As a school with Nursery and EYFS provision, we will ensure that arrangements for children's health, illness, medicines and first aid meet the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework and form part of our wider safeguarding and welfare arrangements.

Health and illness

To promote children's good health and wellbeing, we:

- maintain appropriate procedures for managing illness and infectious diseases;
- work in partnership with parents and carers to understand children's individual health and medical needs;
- obtain and maintain up-to-date information about children's medical conditions, allergies, medication and health needs;
- ensure that relevant health information is shared appropriately with staff who need to know in order to care for the child safely;
- promote healthy lifestyles and good oral health; and
- ensure that fresh drinking water is available and accessible to children.

We will have regard to current health protection guidance when managing infectious illnesses and deciding when children should remain at home.

Medicines and medical conditions

We recognise that some children may require medication or specific support to manage a medical condition.

We implement appropriate procedures for administering medicines and supporting children with medical conditions.

Where medication is required, we will ensure that:

- appropriate written parental permission is obtained for each medicine;
- prescription medicines are appropriately prescribed for the individual child;
- medicines are stored safely, securely and in accordance with the school's procedures;
- emergency medication is readily accessible to authorised staff when required;
- relevant staff understand the child's individual healthcare or medication arrangements;
- staff receive appropriate training where medical or technical knowledge is required; and
- each administration of medicine is recorded and parents/carers are informed on the same day or as soon as reasonably practicable.

Where appropriate, we will work with parents/carers and relevant health professionals to develop and maintain an Individual Healthcare Plan or other appropriate individual arrangements.

Accidents and First Aid

We recognise that effective first aid arrangements are essential to keeping children safe.

We will ensure that:

- At least one person who holds a current paediatric first aid certificate consistent with the EYFS requirements will be on the premises and available at all times when EYFS children are present. A person holding a current paediatric first aid certificate will accompany children on outings.
- a suitably stocked first aid box is accessible at all times;
- staff know how to access first aid and emergency assistance; and
- first aid arrangements are regularly reviewed.

- Parents will be informed of accidents, injuries, first aid treatment and medicines administered, in accordance with the EYFS requirements

We will maintain electronic records of accidents on our school's medical tracker that includes injuries and first aid treatment provided to children. Serious accidents, illnesses or injuries will be managed in accordance with our first aid, medical and safeguarding procedures and reported to the relevant authorities where required. Ofsted will be notified of any serious accident, illness, or injury to, or death of, any child, within 14 days of the incident occurring.

We recognise that a failure to meet a child's health or medical needs may, in some circumstances, constitute a safeguarding or welfare concern.

Staff must report concerns to the Designated Safeguarding Lead (DSL) where they believe that:

- a child's medical needs are not being appropriately met;
- agreed medication or healthcare arrangements are not being followed;
- essential medication is unavailable;
- there are concerns about repeated unexplained injuries or health concerns; or
- an adult's actions or omissions may have placed a child at risk.

The DSL will consider the concern and ensure that the appropriate safeguarding, medical or health procedure is followed.

We recognise that all staff working with EYFS children have a responsibility to understand and follow the school's health, medicines and first aid procedures.

The Headteacher has overall responsibility for ensuring that appropriate arrangements are in place. The EYFS Lead will support the day-to-day implementation and monitoring of these arrangements.

Staff will receive appropriate induction and training relevant to their responsibilities, including training relating to individual children's medical needs where required.

This section should be read alongside our Medical Conditions Policy, Health and Safety Policy, Allergen Policy, Accident and Incident Reporting Procedure and Safer Eating and Choking Procedures.

Our arrangements will be reviewed regularly and whenever there are changes to statutory requirements, guidance, children's individual needs or our EYFS provision.

Safety on Outings

All outings involving babies and young children will be appropriately planned and risk assessed, taking account of individual needs and safeguarding risks. Children will be adequately supervised at all times, with appropriate staffing, safeguarding arrangements and paediatric first aid provision in place in accordance with the EYFS statutory requirements. Staff will ensure that appropriate information, contact details, emergency arrangements and required medication are taken on outings. Any safeguarding concern, accident, incident or missing child will be managed immediately in accordance with the school's safeguarding and emergency procedures.

Intimate Care, Nappy Changing and Personal Care – EYFS

We recognise that babies and young children may require support with intimate and personal care, including nappy changing, toileting, washing and changing. We will ensure that such care is provided safely, respectfully and in a way that protects children's dignity, privacy and welfare.

All intimate and personal care will be carried out in accordance with the school's Intimate Care Policy and relevant EYFS statutory requirements.

Our arrangements will ensure that:

- individual personal care needs are identified and appropriately recorded;
- parents/carers are consulted about personal care needs and any relevant medical, developmental or cultural considerations;
- staff provide intimate care in a way that respects the dignity, privacy and individual needs of the baby/young child;
- children are encouraged to develop independence and participate in their own personal care wherever appropriate to their age and stage of development;
- staff follow appropriate hygiene, infection-control and health and safety procedures when providing personal care;
- appropriate arrangements are in place for staff supervision, accountability and safeguarding when intimate care is provided, while recognising that children's privacy must be balanced with their safeguarding and support needs;
- staff understand the boundaries of appropriate physical contact and the importance of maintaining professional conduct;
- any concerns about a child's presentation, injuries, behaviour, disclosures or changes observed during intimate care are reported immediately in accordance with this Child Protection Policy;
- any concern about the conduct of an adult providing intimate care is reported and managed in accordance with the school's safeguarding procedures for concerns or allegations about adults working with children; and
- appropriate records are maintained where required by the Intimate Care Policy, safeguarding procedures or the individual care arrangements.
- the school will provide suitable, hygienic and appropriately maintained changing facilities for babies and young children who require nappy changing or other intimate care. Children's privacy will be considered and appropriately balanced with safeguarding, supervision and the child's individual support needs.
- The school will ensure that appropriate supplies, equipment and changing facilities are available to support safe, hygienic and dignified intimate care in accordance with the EYFS statutory requirements and the school's Intimate Care Policy.
- Our school will ensure that there is direct and easy access to appropriate toilet facilities for children who are toilet training or toilet dependent ensuring there is appropriate handwashing facilities that children can use.

Staff will never use intimate care as an opportunity for unnecessary physical contact, inappropriate interaction or any practice that compromises a child's dignity or safety.

Where a child is unable to communicate their needs verbally, staff will remain particularly alert to changes in behaviour, presentation or physical condition that may indicate that the child requires additional support or that a safeguarding concern may be present.

The school will ensure that staff working with EYFS children understand and follow the Intimate Care Policy and receive appropriate guidance and training relevant to their responsibilities.

Any safeguarding concern arising during intimate or personal care must be reported to the Designated Safeguarding Lead without delay and managed in accordance with the school's safeguarding procedures.

This section should be read alongside the school's Intimate Care Policy, EYFS procedures, Health and Safety Policy and Medical Conditions Policy.

[St Alban's Catholic Primary and Nursery School: Policies](#)

Staff supervision- EYFS

St Alban's will ensure that all staff working with babies and young children are appropriately supervised, supported and monitored to promote children's safety, welfare and development and to maintain high standards of professional practice.

Our arrangements will ensure that:

- staff receive appropriate induction, supervision, support and guidance relevant to their role and responsibilities;
- supervision provides opportunities to discuss children's development, wellbeing, behaviour and any safeguarding or child protection concerns;
- staff are able to raise concerns, identify solutions to issues as they arise and receive appropriate coaching, support and training to improve their practice;
- safeguarding concerns, including concerns about a child's welfare or an adult's conduct, are addressed promptly and appropriately and are not left to routine supervision;
- managers monitor staff practice and take appropriate action where concerns, weaknesses or additional support needs are identified;
- supervision arrangements take account of the needs and vulnerabilities of babies and young children, including those requiring additional support, intimate care or individual healthcare arrangements; and
- appropriate records of supervision, support, training and actions arising are maintained in accordance with the school's procedures.

The Headteacher and EYFS Lead will ensure that supervision arrangements are effective and that staff are supported to understand and implement the school's safeguarding and welfare procedures.

Any immediate safeguarding concern must be reported to the Designated Safeguarding Lead without delay and must not wait until a supervision meeting.

Further information on staff supervision can be found in our school's Supervision Policy for Safeguarding and EYFS staff. [St Alban's Catholic Primary and Nursery School: Policies](#)

Children with Special Educational Needs, Disabilities or Health issues – Support at our school

Our school recognises that children with Special Educational Needs and Disabilities (SEND), medical or physical health needs, and mental health needs may face additional safeguarding vulnerabilities. This includes children within our Nursery and Early Years Foundation Stage (EYFS) provision. We take proactive steps to minimise these additional risks, ensure children's voices, wishes and feelings are heard and considered, and provide appropriate and individualised pastoral, health, educational and safeguarding support.

Our support for children with SEND or health needs includes:

- Our Designated SENDCo, who oversees support plans and works closely with the DSL to ensure safeguarding considerations are identified and addressed.
- Individual Health Care Plans, SEND Support Plans and other relevant plans, which include safeguarding considerations, individual communication needs and appropriate risk management.
- Consideration of the child's individual communication needs, including appropriate arrangements for children who may find it difficult to communicate concerns verbally.
- Access to pastoral and keyworker staff, counselling support, emotional literacy support and/or appropriate therapeutic interventions.

- Close working with parents/carers and, where appropriate, external agencies such as Speech and Language Therapy, CAMHS, BOSS, Occupational Therapy, Social Care and Specialist Education Services.
- Appropriate reasonable adjustments and additional support to enable children to participate safely and communicate their wishes, feelings and concerns.
- Staff are alert to changes in behaviour, communication, presentation or emotional wellbeing that may indicate that a child with SEND or additional needs is experiencing abuse, neglect or another safeguarding concern.
- Staff understand that children with SEND may be particularly vulnerable to abuse, neglect, bullying, exploitation and other safeguarding risks, and that additional support may be required to help them recognise and report concerns.
- Where a child is unable to communicate verbally, or has communication difficulties, staff will use appropriate communication methods and seek professional advice where necessary to ensure that the child's voice is heard.
- Consideration of individual needs when planning supervision, activities, the learning environment, personal care and other arrangements where this is necessary to reduce safeguarding risks and remove barriers to participation.
- Our school will ensure that children with SEND or disabilities can access the EYFS provision, activities and experiences safely and on an equal basis, with appropriate reasonable adjustments and additional support where required.
- Staff will work in partnership with parents/carers and relevant professionals to identify and respond to individual safeguarding, health, communication and support needs.
- We will ensure that arrangements for children with SEND, disabilities or health needs are consistent with the EYFS statutory requirements, relevant equality duties and the SEND Code of Practice. Individual support will be reviewed where a child's needs change or where safeguarding concerns or risks are identified.

Other policies which provide further detail about support and procedures for children with SEND or health needs include our SEND Policy, Mental Health Policy, Attendance Policy, Anti-Bullying and Behaviour Policy.

These policies explain how our school promotes inclusion, removes barriers to learning, provides reasonable adjustments and ensures that safeguarding remains central to our work with all children, including those in our EYFS provision.

Pupils who are lesbian, gay, bisexual or gender questioning – Support at our school

We recognise that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning may be vulnerable to bullying, harassment or other safeguarding concerns. Being lesbian, gay or bisexual is not in itself a safeguarding risk factor; however, children may be targeted by other children because of their actual or perceived sexual orientation.

We will promote respect, inclusion and emotional safety and will respond to bullying, harassment or discriminatory behaviour in accordance with our Behaviour, Anti-Bullying and Equality policies.

We recognise that some children who are questioning their gender may have wider vulnerabilities and that these may include mental health, psychosocial, SEND or other individual needs. Any safeguarding or welfare concerns will be reported to the DSL and considered on an individual basis.

When supporting a child who is questioning their gender, we will take a cautious and child-centred approach, considering the child's individual circumstances, safeguarding and wellbeing needs, the views of their parents/carers wherever appropriate, and any relevant clinical advice available. Involving parents/carers will only be avoided where there is an exceptionally rare and significant safeguarding reason for doing so.

We will consider risks including bullying, harassment, isolation and the child's access to trusted adults. Children will be encouraged to speak to a trusted adult if they have concerns or feel unsafe.

These arrangements apply to all children within the school, including children attending our Nursery and other EYFS provision, with decisions being appropriate to the child's age, developmental stage and individual circumstances.

Safeguarding Related Complaints (other than complaints against staff)

Safeguarding-related complaints or concerns raised by parents, carers, pupils, visitors or other individuals will be taken seriously and responded to promptly. This includes concerns relating to the behaviour of other pupils, the safety of the school premises, supervision arrangements, the conduct or practice of the school, or any other matter that may indicate a risk of harm to a child.

Any complaint or concern that contains a possible safeguarding element will be reported to the Designated Safeguarding Lead without delay and will be considered under the school's safeguarding and child protection procedures. Safeguarding concerns will not be dealt with solely through the school's ordinary complaints procedure where there is a potential risk of harm to a child.

The DSL, in consultation with the Headteacher and other appropriate professionals where necessary, will assess the concern and determine the appropriate response. This may include:

- speaking with the child and/or relevant adults, where appropriate;
- taking immediate action to safeguard a child;
- making a referral to Children's Social Care or the police where required;
- seeking advice from the Local Authority Designated Officer (LADO) where the concern relates to an allegation about an adult working with children;
- considering whether Family Help/ Early Help response is appropriate;
- liaising with other agencies or professionals where this is necessary to safeguard the child; and
- managing the matter through the school's Complaints, Anti-Bullying and Behavior, Health and Safety, Whistleblowing or other relevant procedures, where appropriate.

The school will ensure that the child's wishes, feelings and voice are considered, alongside the need to protect the child from harm. Information will be shared on a need-to-know basis and in accordance with safeguarding and information-sharing requirements.

This process operates alongside, and does not replace, our school's Complaints Policy, Health and Safety Policy, Anti-Bullying and Behaviour Policy, Whistleblowing Policy and Safeguarding and Child Protection Policy.

All policies can be found on the school website:

[St Alban's Catholic Primary and Nursery School – Policies](#)

If you have concerns regarding the way the school safeguards pupils, including poor or unsafe practice, or potential failures, these concerns can be raised following the procedures set out in our whistleblowing policy, this Policy makes reference to complaints regarding Safeguarding and health and safety issues in section 2.8 this Policy also refers to using the Complaints Procedure. Both of these policies can be found on our school website under our statutory policies section.

The school will ensure that concerns raised through complaints or whistleblowing routes are appropriately considered and that safeguarding concerns are referred to the appropriate external agency where necessary.

For children attending our Nursery and other Early Years Foundation Stage (EYFS) provision, we comply with the requirements of the EYFS Statutory Framework for group and school-based providers, alongside Keeping Children Safe in Education and other relevant safeguarding guidance. The EYFS statutory framework sets mandatory standards for the safety and welfare of children in early years' provision.

Complaints or concerns relating to the safety, welfare or safeguarding of an EYFS child will be reported to the DSL without delay, recorded appropriately and responded to promptly.

This includes concerns relating to:

- the care or supervision of children
- the suitability or conduct of adults working with children
- the safety and suitability of the premises or equipment
- accidents, incidents or injuries
- another child causing or potentially causing harm
- bullying, discriminatory behaviour or other harmful behaviour
- inadequate staffing or supervision
- unsafe practice
- concerns about a child's welfare and any other matter that may place a child at risk of harm.

Where an EYFS concern indicates that a child may be suffering, or may be at risk of suffering, harm, the school's safeguarding procedures will be followed immediately. Where necessary, the DSL will make a referral to Children's Social Care and/or the police in accordance with local safeguarding procedures.

Where an allegation or concern relates to an adult working with children and may meet the relevant harm threshold, the school will consult the LADO and follow the procedures set out in this policy.

The school will comply with the EYFS statutory requirements relating to notifications to Ofsted.

The EYFS framework requires providers to inform Ofsted of allegations of harm by anyone living, working or looking after children at the premises. This applies whether the alleged harm is said to have occurred on the premises or elsewhere. We will also notify Ofsted of the action taken in response to the allegation.

Such notification will be made as soon as reasonably practicable and, in any event, within 14 days of the allegation being made, where the EYFS notification requirement applies.

Where an EYFS matter is also a safeguarding concern, notification to Ofsted will not replace the school's duty to refer concerns to Children's Social Care, the police, the LADO or any other relevant agency where appropriate.

St Alban's also comply with other EYFS requirements concerning matters that must be notified to Ofsted and will maintain appropriate records of notifications and actions taken.

Early Years Complaints

Complaints relating specifically to the EYFS provision will be managed in accordance with St Clare's Trust Complaints Policy which covers St Alban's Catholic Primary School and Stepping Stones Nursery incorporating the requirements of the EYFS statutory framework.

The school will record complaints and the action taken to resolve them and will monitor complaints for recurring or systemic concerns. Records of complaints and their resolution may be made available as part of an Ofsted inspection.

Parents and carers may raise concerns directly with Ofsted where appropriate. Our school will cooperate fully with Ofsted in relation to any complaint or safeguarding matter concerning the EYFS provision.

All safeguarding-related complaints and concerns will be recorded appropriately. Records will include, where relevant:

- the nature of the concern or complaint
- the date and time it was received
- the child or children involved
- the action taken
- decisions and the rationale for those decisions
- referrals or consultations with external agencies
- the outcome of the matter and any further action or monitoring required.

Safeguarding records will be maintained securely on our secure electronic records and CPOMS, with access restricted to authorised staff in accordance with the school's safeguarding and data protection procedures.

Complaints relating to EYFS will be recorded and retained in accordance with the requirements of the EYFS statutory framework and the school's records management arrangements.

How we support safeguarding through our curriculum

Our curriculum plays an important role in promoting safeguarding and helping children develop the knowledge, skills, confidence and resilience they need to keep themselves and others safe.

Safeguarding is embedded throughout the curriculum and is supported through our RSHE, Ten Ten programme, Computing curriculum, PSHE/RHE and wider curriculum and pastoral provision. Teaching is age-appropriate, developmentally appropriate and responsive to the safeguarding risks and needs of our children.

Children are taught how to recognise safe and unsafe situations, develop healthy and respectful relationships, understand appropriate boundaries, manage risks, seek help and communicate concerns to trusted adults. We encourage children to develop confidence, resilience and the skills needed to make safer choices and respond appropriately to pressure or situations that make them feel uncomfortable or unsafe.

Our curriculum is regularly reviewed to ensure that it reflects statutory requirements, current safeguarding guidance, emerging risks and the specific needs of our school community.

Age-appropriate safeguarding education

Depending on their age and developmental stage, children are supported to develop an understanding of:

- healthy, positive and respectful relationships, including kindness, respect, friendship and appropriate behaviour
- personal boundaries, privacy and bodily autonomy, including understanding that they have the right to say no and tell a trusted adult when something makes them feel uncomfortable or unsafe
- consent and respect, taught in an age-appropriate manner
- recognising unsafe situations, abuse, neglect and harmful behaviour and understanding how and where to seek help
- protective behaviours, resilience and emotional wellbeing
- peer pressure, bullying, harassment and harmful behaviour, including how to respond and report concerns
- online safety, including safe and responsible use of technology, online relationships, privacy, sharing information and images, and how to report concerns
- the risks associated with online communication, social media, gaming and other digital technologies, as appropriate to age and developmental stage
- how to recognise grooming, manipulation or inappropriate requests, where age and developmental stage make this appropriate

- how and when to report concerns about themselves or others and the importance of telling a trusted adult
- the fact that children are never to blame for abuse, sexual harassment, exploitation or other harmful behaviour directed towards them
- where they can access help and support, both within school and from appropriate external services such as the NSPCC/Child line.

We recognise that children may disclose safeguarding concerns during lessons or other curriculum activities. Staff are aware of their responsibilities for responding to disclosures and will follow the school's safeguarding and child protection procedures. Children are reminded that adults cannot promise confidentiality where a safeguarding concern is raised.

For children attending our Nursery and other EYFS provision, safeguarding education is embedded within the EYFS curriculum and daily practice. Teaching and learning are appropriate to each child's age, developmental stage, individual needs and understanding.

Within the EYFS, children are supported particularly through Personal, Social and Emotional Development and Communication and Language, as well as through every day routines, relationships, play and adult interactions.

EYFS children are supported to:

- develop secure and positive relationships with trusted adults
- understand simple rules, boundaries and expectations
- recognise and communicate their feelings and emotions
- develop confidence to say when they are worried, unhappy or uncomfortable
- understand that they can seek help from a trusted adult
- begin to understand appropriate personal space, privacy and boundaries
- develop independence and confidence in keeping themselves safe
- learn how to behave safely around others and within the school environment
- develop awareness of safe and unsafe situations in an age-appropriate way; and
- begin to develop an understanding of safe use of technology where technology forms part of their learning or experiences.

Staff use children's everyday experiences, stories, role play, discussion and planned activities to help children develop these skills. Safeguarding is therefore not treated as a single lesson but is embedded throughout the EYFS provision.

Children accessing alternative provision

Where a pupil in our setting is placed in alternative provision our school retains responsibility for the safeguarding and welfare of the pupil while they remain on the school roll.

Before and during an AP placement, our school will take appropriate steps to ensure that the provision is suitable, safe and appropriate to the pupil's individual educational, social, emotional, health and safeguarding needs.

The school will:

- maintain up-to-date records of the AP provider, including its name, address, contact details and the specific site attended by the pupil
- ensure that appropriate safeguarding information is shared with the AP provider on a need-to-know basis and in accordance with data protection and information-sharing requirements

- ensure that the AP provider understands how to report safeguarding concerns relating to the pupil to the school
- maintain regular contact with the AP provider and monitor the pupil's attendance, engagement, welfare and safeguarding
- review AP placements regularly and at least half-termly, or more frequently where the pupil's needs or circumstances require
- consider whether the placement continues to meet the pupil's educational, SEND, health, social and safeguarding needs
- ensure that any safeguarding concern, unexplained absence or significant change in the pupil's presentation or circumstances is promptly shared with the DSL and appropriately investigated
- review the placement immediately where there are concerns about the safety or suitability of the provision
- take appropriate action, including ending the placement and seeking an alternative arrangement, where safeguarding concerns cannot be satisfactorily addressed
- ensure that the pupil's voice, wishes and feelings are taken into account when reviewing the placement, where appropriate to their age and understanding.

The DSL will maintain oversight of pupils attending AP and will work with the provider, parents/carers and relevant agencies where necessary. Where safeguarding concerns arise, the school's normal safeguarding procedures will apply, including referral to children's social care and/or the police where appropriate.

Where an AP placement involves a pupil with SEND or an Education, Health and Care Plan, the SENDCo and DSL will ensure that the placement continues to meet the pupil's individual needs and that relevant statutory duties are met. Additional Advice and Guidance (based on Keeping Children Safe in Education) – including detail on procedures at our school where relevant

[Useful links:](#)

[Alternative provision - GOV.UK](#)

[Education for children with health needs who cannot attend school - GOV.UK](#)

[Non-school alternative provision: voluntary national standards - GOV.UK](#)

Children missing from education

A child being absent from education, particularly repeatedly and/or for prolonged periods, and children missing education can be a warning sign of a range of safeguarding concerns. These may include abuse and neglect, child sexual exploitation, child criminal exploitation, mental health difficulties, substance misuse, radicalisation, female genital mutilation (FGM), forced marriage and other forms of harm.

We recognise that some children may be particularly vulnerable to becoming absent from education or missing from education. This may include children who:

- are at risk of abuse, neglect or exploitation
- are at risk of forced marriage or FGM
- go missing or run away from home or care
- are known to or receiving support from children's social care
- are subject to youth justice arrangements
- have ceased to attend school or have unexplained or prolonged absences;
- are from Gypsy, Roma or Traveller communities
- are children of service personnel
- are from families who have recently arrived in the country or who experience significant mobility or have other individual vulnerabilities which may increase their risk of becoming absent or missing from education.

We follow our attendance and safeguarding procedures to identify and respond to unexplained, repeated or prolonged absence. Staff will remain alert to the possibility that absence may indicate abuse, neglect, exploitation or other safeguarding concerns.

Where a child is absent without explanation, the school will make appropriate enquiries with parents/carers and, where necessary, other relevant agencies. The school will follow local safeguarding procedures where there are concerns about a child's welfare.

Where a child is at risk of harm or is suffering, or is likely to suffer harm, the school will make an immediate referral to children's social care and/or the police, as appropriate. Safeguarding concerns will not be delayed while attendance procedures or reasonable enquiries are being completed.

The school will work with the local authority in accordance with the statutory guidance Children Missing Education and will provide information to the local authority where required. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff receive appropriate safeguarding and attendance information so that they understand that absence may be an indicator of safeguarding concerns and know how to report concerns to the DSL. Staff will also be alert to individual circumstances and known vulnerabilities which may increase a child's risk of harm when absent from education.

Useful Links:

[Working together to improve school attendance - GOV.UK](#)

[Children missing education - GOV.UK](#)

[CME Policy- revised January 2024.docx](#)

[Children Missing Education and Children in Education...](#)

[St Alban's Catholic Primary and Nursery School: Policies](#)

Missing/Absent

At St Alban's we recognise that all children/young people, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

Our procedures are designed to ensure that any child who is missing/absent without explanation or who goes missing from school is identified promptly and that appropriate action is taken to establish their whereabouts and safeguard their welfare.

Unexplained or prolonged absence may be an indicator of safeguarding concerns, including abuse or neglect, child criminal or sexual exploitation, mental health difficulties, domestic abuse, forced marriage, FGM, radicalisation, family difficulties or other vulnerabilities. Staff should remain alert to patterns of absence, changes in attendance and any individual circumstances that may increase a child's vulnerability.

If a child is unexpectedly absent or their whereabouts are unknown, we will follow our Attendance and Punctuality Policy and established safeguarding procedures. Appropriate and proportionate checks will be made with parents/carers and emergency contacts to establish the reason for the absence and, where necessary, to confirm that the child is safe and well.

The school will monitor patterns of absence and will not rely solely on a fixed number of days before considering whether a safeguarding response is required. Where absence is unexplained, prolonged,

repeated or gives rise to safeguarding concerns, the Designated Safeguarding Lead will consider the circumstances and take appropriate action without delay.

Where appropriate, this may include:

- contacting parents/carers and other emergency contacts;
- making reasonable enquiries to establish the child's whereabouts and welfare;
- reviewing attendance patterns and any existing safeguarding information;
- liaising with the child's key professionals or other relevant agencies;
- undertaking a home visit where appropriate and in accordance with local procedures;
- considering whether Early Help/Family Help or other support is required;
- making a referral to Children's Social Care where there is concern that the child may be suffering, or is likely to suffer, harm
- contacting the police where the child is believed to be at immediate risk or their whereabouts cannot be established and there is a safeguarding concern; and
- following the school's Children Missing Education procedures and notifying the local authority where the statutory requirements apply.

Staff will be trained to recognise that attendance and absence can be indicators of safeguarding concerns and will report any concerns promptly to the DSL and recording these on CPOMS.

Missing/Absent EYFS provision

For children attending the Nursery and other EYFS provision, we have systems in place to follow up unexplained or prolonged absences promptly. EYFS staff and the attendance team will notify the DSL of any unexplained absence or concern about a child's welfare and will record concerns on our secure electronic system and CPOMS.

Where an EYFS child's absence is unusual for that child, repeated, prolonged or unexplained, staff will consider whether there may be an underlying safeguarding or welfare concern and will share information with the DSL as appropriate.

The school will maintain appropriate attendance and safeguarding records and will work with parents/carers and relevant agencies to ensure that children in the EYFS are safe, accounted for and appropriately supported. We will attempt to contact the parent/carer and alternative emergency contacts.

Where a child is absent from school or the EYFS provision without explanation, staff will not assume that the absence is routine or solely attendance-related, the child's vulnerabilities and parent/carers vulnerabilities will be taken into consideration. Any information suggesting that a child may be at risk of harm will be managed in accordance with the school's safeguarding procedures and local safeguarding arrangements.

Further details can be found in our Attendance Policy.

Child criminal exploitation

Child Criminal Exploitation is a form of child abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in criminal activity, for the benefit of the perpetrator or facilitator and/or in exchange for something the child needs or wants.

Child Criminal Exploitation can be perpetrated by children or adults, and by individuals or groups. It can take place online or in person and may involve coercion, manipulation, threats, intimidation, violence or the threat of violence. A child may be criminally exploited even where the activity appears to be consensual, and children may not recognise that they are being exploited or consider themselves to be a victim.

- CCE may occur as a one-off incident or over a period of time and can range from opportunistic exploitation to complex and organised criminal activity.
- Examples of CCE include, but are not limited to:
 - appearing with unexplained gifts, money, phones or other possessions
 - having unexplained access to money or changes in spending patterns
 - associating with or being controlled by older individuals or groups
 - becoming involved with individuals known or suspected to be involved in criminal activity
 - experiencing changes in emotional wellbeing, behaviour or presentation
 - becoming withdrawn, anxious, aggressive, secretive or fearful
 - misusing drugs or alcohol
 - going missing from home, school or care
 - regularly coming home late or staying away from home
 - regularly missing school or other education
 - disengaging from education
 - receiving threats, intimidation or violence
 - having unexplained injuries
 - being found in possession of drugs, weapons or other items that they cannot satisfactorily explain
 - travelling to locations away from home without an obvious reason
 - receiving concerning messages, calls or communications
 - appearing fearful of particular individuals or groups
 - displaying unexplained changes in friendships, relationships or behaviour
 - being involved in criminal activity that appears disproportionate to their age or circumstances.

Children may experience CCE alongside other forms of abuse or exploitation. CCE may be associated with child sexual exploitation, serious violence, trafficking, modern slavery, going missing, substance misuse, online harms and other safeguarding concerns.

Possible indicators of CCE may include, but are not limited to, a child:

- appearing with unexplained gifts, money, phones or other possessions;
- having unexplained access to money or changes in spending patterns;
- associating with or being controlled by older individuals or groups;
- becoming involved with individuals known or suspected to be involved in criminal activity;
- experiencing changes in emotional wellbeing, behaviour or presentation;
- becoming withdrawn, anxious, aggressive, secretive or fearful;
- misusing drugs or alcohol;
- going missing from home, school or care;
- regularly coming home late or staying away from home;
- regularly missing school or other education;
- disengaging from education;
- receiving threats, intimidation or violence;
- having unexplained injuries;
- being found in possession of drugs, weapons or other items that they cannot satisfactorily explain;
- travelling to locations away from home without an obvious reason;
- receiving concerning messages, calls or communications;
- appearing fearful of particular individuals or groups;
- displaying unexplained changes in friendships, relationships or behaviour;
- being involved in criminal activity that appears disproportionate to their age or circumstances.

These indicators are not exhaustive, and the presence of one or more indicators does not necessarily mean that a child is being criminally exploited. All Staff will remain professionally curious and consider the child's individual circumstances, vulnerabilities and any combination of indicators.

Responding to concerns about CCE

If a member of staff has a concern that a child may be experiencing, or may be at risk of, child criminal exploitation, they must report the concern to the Designated Safeguarding Lead or Deputy DSL without delay and record the concern in accordance with the school's safeguarding and child protection procedures.

Staff should not investigate concerns themselves or wait until they have evidence that criminal exploitation has occurred before reporting their concern.

The DSL will consider:

- the child's immediate safety and welfare;
- the child's wishes and feelings, where appropriate to their age and understanding;
- any known vulnerabilities or additional safeguarding needs;
- whether the child may be experiencing other forms of abuse or exploitation;
- whether there is an immediate risk of harm;
- whether information needs to be shared with other agencies.

Where appropriate, the DSL will make a referral to children's social care and/or the police in accordance with local safeguarding procedures.

Where a child is suffering, or is likely to suffer harm, or is in immediate danger, the school will take immediate action and make an appropriate referral to children's social care and/or the police.

The school will work with children's social care, the police, the local authority and other relevant agencies to safeguard children who are affected by, or at risk of, CCE.

We recognise that children in Nursery and Reception may also be affected by exploitation, abuse or criminal activity, either directly or through the circumstances of their family or wider environment.

Staff working within the Early Years provision will remain alert to changes in a child's behaviour, presentation, attendance, relationships, home circumstances or emotional wellbeing that may indicate a safeguarding concern.

Any concern about the welfare or safety of a child in the Early Years provision will be reported to our school's DSL or Deputy DSL without delay and managed in accordance with the school's safeguarding and child protection procedures and the EYFS Statutory Framework.

Where concerns indicate that a child is suffering, or is likely to suffer harm, the school will make an immediate referral to children's social care and/or the police, as appropriate.

Safeguarding concerns affecting younger children may present differently from those affecting older pupils. Staff will therefore consider the age, stage of development and individual circumstances of the child when assessing concerns.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the child needs or wants, and/or for the financial or other advantage or increased status of the perpetrator or facilitator. CSE can occur with or without violence or threats of violence.

CSE can be perpetrated by adults or children, and by males or females. It may be a single incident or involve a series of incidents over time and may range from opportunistic abuse to complex organised exploitation.

A child may be exploited even where the activity appears consensual. Children may not recognise that they are being abused and may believe that they are in a loving, consensual or otherwise positive relationship with the person exploiting them.

CSE can involve contact and non-contact sexual activity and can take place online as well as in person. This may include the coercion or manipulation of a child to send or share self-generated intimate images or videos, take part in sexual conversations or sexual activity online, or other forms of online sexual exploitation.

CSE may also occur without the child immediately knowing that they are being exploited, for example where images or videos are copied, shared or distributed without their knowledge or consent.

Children may be particularly vulnerable to CSE where there are other safeguarding concerns or vulnerabilities. Indicators may include, but are not limited to:

- having an older boyfriend, girlfriend or associate
- unexplained gifts, money, phones or other possessions
- changes in behaviour, emotional wellbeing or relationships
- unexplained absences, going missing or regularly returning home late
- regularly missing education or disengaging from education
- association with individuals or groups who may be involved in exploitation
- substance misuse
- receiving or sharing sexualised messages, images or videos
- concerns about sexual health or pregnancy and appearing fearful, controlled, secretive or unusually withdrawn.

These indicators are not an exhaustive list, and the presence of one or more indicators does not necessarily mean that a child is being sexually exploited. Staff will remain alert to changes in behaviour, presentation, relationships, attendance and circumstances and consider the child's individual context.

Responding to concerns about CSE

If a member of staff has a concern that a child may be experiencing or be at risk of CSE, they must report the concern without delay to the Designated Safeguarding Lead or Deputy DSL and record the concern in accordance with the school's safeguarding procedures.

The DSL will consider the child's wishes and feelings, their individual circumstances and any other safeguarding concerns or vulnerabilities. Where appropriate, the DSL will make a referral to Children's Social Care and/or the police, in accordance with local safeguarding procedures.

Where there is an immediate risk of harm, staff must contact the emergency services and/or relevant safeguarding agencies without delay.

The school will work with parents/carers and relevant safeguarding partners where appropriate, unless doing so would place the child at increased risk of harm or prejudice a safeguarding or criminal investigation.

These arrangements apply to all children in the school, including children attending our EYFS provisions. Staff working with babies and young children will remain alert to changes in behaviour, emotional wellbeing, relationships, attendance, presentation and family circumstances that may indicate a safeguarding concern.

Where a concern about a child in EYFS indicates possible abuse, exploitation or neglect, the school's safeguarding procedures will be followed immediately. The school will also comply with the safeguarding and welfare requirements of the EYFS Statutory Framework, including requirements relating to safeguarding

children, suitable people, staff safeguarding training, supervision, information sharing, record keeping and working with relevant agencies.

Child on child abuse

Child on child abuse is abuse that takes place between children. It can happen inside or outside school, face-to-face or online, and may occur simultaneously in both environments.

We recognise that child-on-child abuse is a safeguarding concern for both the child who has experienced the abuse and the child who may have caused or displayed the harmful behaviour. We will take all concerns seriously and will not dismiss harmful behaviour. We recognise the importance of challenging inappropriate behaviour between children and recognising that the absence of reported incidents does not mean that abuse is not occurring.

The school has a zero-tolerance approach to sexual violence and sexual harassment.

As a school we have signed up to the 'Choose Kindness Pledge' with the City of Doncaster: [Choose Kindness - YourLifeDoncaster](#)

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

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- abuse within intimate personal relationships between peers
- sexual violence, including rape, assault by penetration and sexual assault;
- sexual harassment, including sexual comments, remarks, jokes, gestures and online sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude or semi-nude images or videos, including self-generated intimate images and images generated or altered using artificial intelligence;
- upskirting
- initiation or hazing-type violence, harassment, abuse or humiliation
- coercive, controlling or abusive behaviour between children
- harmful sexual behaviour
- online abuse, including abusive, harassing or misogynistic messages, unwanted sexual content, non-consensual sharing of intimate images and other abusive material.

Where child-on-child abuse takes place online, this may include behaviour that facilitates, threatens, encourages or records abuse, as well as the sharing of abusive, sexualised or discriminatory content.

Preventing child on child abuse

At St Alban's we recognise that child on child abuse is preventable. We therefore promote a culture in which children understand what constitutes respectful and appropriate behaviour and know how and where to seek help.

Through our curriculum, RSE/PSHE/ RSHE, online safety education, behaviour expectations and wider safeguarding work, children are taught about:

- respectful and healthy relationships
- personal boundaries
- consent and respect

- appropriate and inappropriate behaviour
- online safety and responsible use of technology
- bullying and discriminatory behaviour
- sexual harassment and harmful sexual behaviour
- how to recognise when behaviour is unsafe or abusive
- how to report concerns and seek help from a trusted adult.

Staff are expected to challenge inappropriate behaviour between children and to report safeguarding concerns promptly to the DSL or Deputy DSL.

Responding to concerns

Any member of staff who has a concern about child on child abuse, or who receives a disclosure from a child, must report this to the DSL or Deputy DSL without delay and record the concern in accordance with the school's safeguarding procedures on CPOMS.

The school will consider the circumstances of each case individually, including:

- the nature and seriousness of the behaviour
- the ages and developmental stages of the children involved
- the wishes, feelings and individual circumstances of the children
- whether there is an imbalance of power
- whether there is coercion, pressure, intimidation or violence
- whether the behaviour is repeated or forms part of a wider pattern
- whether there are additional safeguarding vulnerabilities
- whether the behaviour has taken place online, offline or both and whether any child is at immediate risk of harm.

Where appropriate, the DSL will seek advice from and/or make a referral to Children's Social Care, the police or other relevant agencies, in accordance with local safeguarding procedures.

Where a concern involves sexual violence or sexual harassment, the school will follow the relevant procedures in this policy and ensure that the needs and safety of all children involved are considered.

Harmful sexual behaviour

When considering harmful sexual behaviour between children, we will consider the age, developmental stage and individual circumstances of the children involved.

We recognise that children who display harmful sexual behaviour may themselves have experienced abuse, exploitation, trauma or other safeguarding difficulties. This does not excuse the behaviour, but the child's own safeguarding needs will be assessed and addressed.

We will provide appropriate support and intervention to children who have experienced abuse and to children who have displayed harmful behaviour, while maintaining the safety and welfare of all children.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Children in Early Years

These arrangements apply across the whole school, including our EYFS Provisions.

For children in the EYFS, the school will take account of their age, stage of development, communication needs and individual circumstances when assessing behaviour and safeguarding concerns. Behaviour that may be developmentally typical for a young child will be distinguished from behaviour that is concerning, harmful, coercive, sexualised or otherwise indicates a safeguarding risk.

Staff working with EYFS children will remain alert to changes in behaviour, emotional wellbeing, relationships, interactions with other children and adults, and any other indicators that may suggest abuse, neglect or harmful behaviour.

Where a concern about behaviour between children in EYFS indicates that a child may have been harmed or may be at risk of harm, the school's safeguarding procedures will be followed immediately and the DSL will consider whether advice or referral to Children's Social Care or other relevant agencies is required.

The school will comply with the EYFS Statutory Framework for group and school-based providers applicable alongside KCSIE 2026.

Supporting and understanding behaviours in Early Years

St Alban's school will support, understand and manage the behaviour of babies and young children in an appropriate, positive and developmentally informed way, in accordance with the EYFS statutory framework and the school and Nursery Behaviour Policy. Corporal punishment, or any punishment that could negatively affect a child's wellbeing, is prohibited, and the school will take reasonable steps to ensure that it is not used by any person caring for, working with or regularly in contact with children.

Physical intervention will only be used where it is absolutely necessary to avert immediate danger of personal injury to any person or, where permitted, to manage a child's behaviour. Any use of physical intervention will be recorded on CPOMS and parents/carers will be informed on the same day, or as soon as reasonably practicable, in accordance with the EYFS statutory requirements and the school's procedures.

Domestic abuse

Children can be adversely affected by domestic abuse and/or violence within their family or household. Domestic abuse can take place between intimate partners, family members or other people who are personally connected. It may include physical, sexual, emotional, psychological, coercive or controlling behaviour, financial abuse and other forms of abuse or ill-treatment.

Domestic abuse can take place inside or outside the family home and can occur in person or through technology and online communication. It can affect children regardless of their age, sex, gender, ethnicity, disability, sexuality, religion, socioeconomic circumstances or family background.

Children are victims of domestic abuse in their own right where they see, hear or experience the effects of domestic abuse. A child does not need to have been physically present during an incident to be affected.

Exposure to domestic abuse can have a significant and long-lasting impact on a child's emotional wellbeing, mental health, physical health, behaviour, relationships, development, attendance and ability to learn. Some

children may blame themselves for the abuse, feel responsible for protecting other family members, become withdrawn or anxious, or display changes in behaviour or presentation.

Children may also experience additional safeguarding risks associated with domestic abuse, including neglect, physical or emotional abuse, sexual abuse, child criminal or sexual exploitation, homelessness, poverty, substance misuse, mental health difficulties, self-harm, going missing or difficulties with education and attendance.

Staff will remain alert to changes in a child's behaviour, presentation, emotional wellbeing, relationships, attendance, development or family circumstances that may indicate that they are experiencing or have experienced domestic abuse.

Operation Encompass

St Alban's Catholic Primary and Nursery School participates in Operation Encompass.

Operation Encompass is an information-sharing arrangement between the police and educational settings which enables the school to receive information following a domestic abuse incident involving a child connected to the household.

We recognise that an Operation Encompass notification does not replace the school's normal safeguarding procedures or a referral to Children's Social Care. Each notification will be considered by the Designated Safeguarding Lead in accordance with the child's individual circumstances and the school's safeguarding procedures.

The DSL, where applicable, will:

- receive and securely record Operation Encompass notifications
- consider the information alongside the child's existing safeguarding and pastoral information
- assess whether the child requires immediate protection, additional safeguarding action or further assessment
- consider whether the incident indicates wider safeguarding concerns
- liaise with Children's Social Care, the police, health professionals or other agencies where appropriate
- monitor the child's wellbeing and presentation following a notification
- maintain appropriate confidentiality and information-sharing arrangements.

At St Alban's if we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care. We will ensure that children/young people in our setting receive the appropriate support and will use the Domestic and Sexual Abuse Toolkit for Education to identify abuse and teach about healthy relationships.

An Operation Encompass notification will therefore never be treated as a substitute for a safeguarding referral where the circumstances require one.

We are aware of the MARAC (Multi Agency Risk Assessment Conference) process and work with the Local Authority to ensure relevant information is shared in respect of children in our school who are linked to those being discussed at the MARAC panel due to domestic abuse.

These arrangements apply to all children in the school, including children attending our EYFS provisions.

For children in the EYFS provisions, staff will consider their age, stage of development, communication abilities, individual circumstances and family context when identifying and responding to concerns relating to domestic abuse.

Young children may be unable to describe or disclose what they have experienced. Staff will therefore remain particularly alert to changes in behaviour, emotional wellbeing, attachment, interactions, communication, physical presentation, sleep, eating, toileting, play, development and relationships that may indicate that a child is experiencing or has experienced domestic abuse.

Where a concern about domestic abuse affects a child attending the EYFS provision, the DSL will follow the school's safeguarding procedures and the requirements of the EYFS Statutory Framework for group and school-based providers.

We will ensure that safeguarding information relating to EYFS children is recorded accurately, stored securely and shared appropriately where necessary to protect the child.

Staff will provide children with opportunities to communicate concerns in ways that are appropriate to their age, development and communication needs. For younger children, this may include observing behaviour and play, using familiar adults and communication methods, and working with parents/carers and relevant professionals where appropriate.

The safety and welfare of the child will remain school's primary consideration.

Services and Links:

"The Domestic Abuse Navigator Service (DANS) work whole family in response to high risk domestic abuse however families MUST have a social worker in order to access support. The service also deliver both The Getting On programme which is a programme to support families experiencing Adolescent to Parent Violence and Abuse (APVA) which can be accessed via MASH and One of a Kind a primary aged healthy relationship programme for families impacted by domestic abuse (a cohort of children are identified by the school to participate) and accessed via DAN's email inbox "DANS" DANS@doncaster.gov.uk

[Domestic Abuse - City of Doncaster Council](#)

[Domestic Abuse Protocol - City of Doncaster Council](#)

[MARAC - Doncaster Council](#)

Multi-agency working

The school will work collaboratively with the police, Children's Social Care, health services, domestic abuse services and other relevant agencies to safeguard children affected by domestic abuse.

The DSL will ensure that safeguarding concerns are reviewed and escalated where necessary and that information received through Operation Encompass is considered alongside other information known about the child and family.

Where there are concerns about a child's immediate safety, staff must follow the school's emergency safeguarding procedures and contact the emergency services where necessary

Homelessness

Being homeless or being at risk of becoming homeless can present a significant risk to a child's welfare, safety, health and development. We recognise that housing insecurity may increase a child's vulnerability to neglect, abuse, exploitation, poor mental health, disrupted education and other safeguarding concerns.

The Designated Safeguarding Lead and Deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority and relevant local services so that concerns can be raised and progressed at the earliest opportunity, in accordance with local safeguarding procedures.

Staff will remain alert to indicators that a child or family may be experiencing, or be at risk of, homelessness. These may include household debt, rent arrears, domestic abuse, anti-social behaviour, a family being asked to leave accommodation, frequent changes of address, temporary or unsuitable accommodation, overcrowding or other circumstances that may affect the child's safety or welfare.

Where appropriate, the DSL will work with the child, parents/carers, the Local Housing Authority, Children's Social Care and other relevant agencies to ensure that the family receives appropriate help and support. Information will be shared in accordance with safeguarding and information-sharing requirements and where necessary to protect the child.

Where homelessness or housing insecurity indicates that a child may be in need of help or protection, the DSL will consider whether a referral to Children's Social Care, Early/ Family Help or other safeguarding action is required. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the school's child protection procedures will be followed and an immediate referral will be made to Children's Social Care and/or the police where appropriate.

These arrangements apply to all children attending the school, including children attending our Early Years Foundation Stage provision. The school will have regard to the EYFS Statutory Framework and ensure that the welfare and safeguarding needs of children in the EYFS are identified, responded to and appropriately recorded.

The DSL will ensure that housing-related safeguarding concerns are recorded securely, monitored and reviewed, including any impact on the child's attendance, wellbeing, development, learning or safety. Where circumstances change or concerns escalate, the DSL will reassess the level of need and take further safeguarding action as required.

Useful links:

[St.Leger Homes | St.Leger Homes | Home Options \(stlegerhomes.co.uk\)](https://www.stlegerhomes.co.uk)

[Ending Homelessness Together - Riverside](#)

[Housing other vulnerable groups - City of Doncaster Council](#)

Honour or faith-based abuse (including FGM and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of a family and/or community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in this context can involve a wider network of family or community pressure and may involve multiple perpetrators.

All forms of honour or faith-based abuse are abuse and will be handled and escalated as safeguarding concerns. All staff will remain alert to the possibility that a child may be at risk of HBA or may already have experienced it. Staff should report any concern immediately to the DSL or a Deputy DSL, who will follow the school's safeguarding procedures and make referrals to children's social care and/or the police.

Staff should not assume that a child is safe because there is no obvious evidence of harm. Concerns should be considered in the context of the child's individual circumstances and any other safeguarding concerns or vulnerabilities. Indicators and risk factors are not exhaustive.

Useful links:

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Tackling_violence_against_women_and_girls_strategy.pdf)

[So Called 'Honour-Based' Abuse](#)

Female genital mutilation (FGM)

At St Alban's all staff have received FGM awareness training as part of the whole school safeguarding training. We recognise that FGM is illegal in the UK and section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. We also recognise that this does not replace safeguarding children actions, therefore a referral will also be made to Children's Social Care.

Indicators that FGM may already have occurred include:

- A Child disclosing to a professional that FGM has taken place.
- A parent, family member or other person disclosing that FGM has been carried out.
- A child experiencing difficulty walking, sitting or standing, or appearing uncomfortable.
- Spending longer than usual in the toilet because of difficulties urinating.
- Frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Repeated or prolonged absence from school.
- Significant changes in emotional or psychological wellbeing, including withdrawal or depression.
- Reluctance to undergo medical examinations.
- Asking for help without being explicit about the reason.
- Talking about pain or discomfort between their legs.

Potential indicators that a child may be at risk of FGM include:

- A family history of FGM.
- FGM being known to be practised within the child's family, community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A mother, older sibling or other close relative having undergone FGM.
- A child talking about a planned "special procedure", "special occasion" or ceremony associated with becoming a woman.
- A child talking about a long holiday to their country of origin or another country where FGM is prevalent.
- A parent or family member stating that the child is being taken abroad for a prolonged period.
- A child asking for help because they believe they are at immediate risk of FGM.
- Unexpected or prolonged absence from school.
- Other changes in behaviour, wellbeing or circumstances that cause staff to be concerned.

These indicators and risk factors are not intended to be exhaustive.



FGM%20Pathway%
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[Useful links:](#)

[Female Genital Mutilation](#)

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK \(www.gov.uk\)](#)

[Female Genital Mutilation - Prevent & Protect | NSPCC](#)

[Breast Flattening – National FGM Centre](#)

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free

At St Alban's we recognise that, in a forced marriage, one or both spouses do not consent to the arrangement of the marriage, and some elements of duress are involved. Duress can include physical, psychological, financial, sexual, and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Where there are concerns about the welfare or safety of a child/young person, we will report this immediately to Children's Social Care.

[Useful links:](#)

[Forced Marriage](#)

[Forced marriage - GOV.UK](#)

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and mutual respect of different faiths and beliefs.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion

- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should **always** take action if they are worried.

All staff and governors have access Prevent training and know how to recognise and respond to any behaviour that could link to radicalisation/extremism. Any concerns will be reported using the appropriate safeguarding procedures.

Useful links:

[Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/prevent-duty-guidance-for-specified-authorities-in-england-and-wales.pdf)

[Prevent duty training: Learn how to support people susceptible to radicalisation | Prevent duty training](https://educateagainsthate.com/)
<https://educateagainsthate.com/>

[Managing risk of radicalisation in your education setting - GOV.UK](https://www.gov.uk/government/publications/managing-risk-of-radicalisation-in-your-education-setting)

[The Prevent Duty | LGFL](https://www.lgfl.co.uk/the-prevent-duty)

[Prevent duty: risk assessment templates - GOV.UK](https://www.gov.uk/government/publications/prevent-duty-risk-assessment-templates)

[Controlling access to school premises - GOV.UK](https://www.gov.uk/government/publications/controlling-access-to-school-premises)

[Designated Safeguarding Lead Handbook - Educate Against Hate](https://www.educateagainsthate.com/designated-safeguarding-lead-handbook)

[Home | Police.uk](https://www.police.uk/)

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- › Between 2 children of any age and sex
- › Through a group of children sexually assaulting or sexually harassing a single child or group of children
- › Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that

they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- › Challenging inappropriate behaviours
- › Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- › Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- › Increased absence from school
- › Change in friendships or relationships with older individuals or groups
- › Significant decline in performance
- › Signs of self-harm or a significant change in wellbeing
- › Signs of assault or unexplained injuries
- › Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- › Being male
- › Having been frequently absent or permanently excluded from school
- › Having experienced child maltreatment
- › Having been involved in offending, such as theft or robbery

For children in the Early Years Foundation Stage, staff will consider the child's age, stage of development, communication needs, behaviour and individual circumstances when identifying possible safeguarding concerns. Indicators of risk may present differently in younger children and may include significant changes in

behaviour, emotional wellbeing, relationships, attendance or presentation, unexplained injuries or other signs that cause staff to be concerned about the child's safety or welfare

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

The school has arrangements in place to ensure that visitors are appropriately identified, their purpose for visiting is established, and children are protected from unauthorised access to the school premises and the areas in which children are cared for. These arrangements apply throughout the school, including our Early Years Foundation Stage provision.

All visitors must report to the school reception or designated signing-in point on arrival, confirm their identity and reason for visiting, and sign in using the school's electronic visitor system. Visitors will be required to wear an appropriate visitor badge or identification while on the premises and must sign out when leaving. Visitors will be informed of any relevant safeguarding, health and safety and site-security arrangements.

Where a visitor is not known to the school, appropriate identification and, where necessary, additional checks will be undertaken before access is permitted. Visitors will not be given unsupervised access to children.

Visitors attending the school in a professional capacity, such as educational psychologists, social workers, health professionals, local authority officers or other practitioners, will be asked to provide appropriate photographic identification. The school will also obtain assurance that the individual has completed the appropriate DBS and safeguarding checks, either by checking relevant evidence where appropriate or through written confirmation from the organisation employing or commissioning the individual.

The school will determine whether a professional visitor needs to be accompanied or supervised, taking account of the purpose of the visit, the visitor's role, the nature of their contact with children and the checks that have been completed.

All other visitors, including contractors, volunteers, visiting speakers and individuals using school premises, will be subject to appropriate identity, safeguarding and supervision arrangements proportionate to their role and contact with children. Where an individual is undertaking regulated activity with children, the school will ensure that the appropriate DBS requirements, including Children's Barred List information where applicable, are met.

We will ensure that its arrangements reflect the removal of the supervision exemption for regulated activity with children. Where a volunteer is undertaking regulated activity with children, the school will ensure that the appropriate enhanced DBS check with Children's Barred List information is obtained where required.

The school will take all reasonable steps to prevent unauthorised persons entering the premises and, in particular, the areas in which children are being cared for. This includes EYFS areas, classrooms, outdoor learning and play areas and other areas accessed by children.

Any person who is not authorised to be on the premises, or whose behaviour gives rise to a safeguarding or security concern, will be asked to leave and, where necessary, the matter will be reported to the Headteacher, Designated Safeguarding Lead and/or the police.

We recognise that younger children may be particularly vulnerable to unauthorised access and will therefore take particular care to ensure that visitors entering the Nursery and EYFS areas are appropriately identified and their purpose established and appropriate supervision arrangements are in place where required.

Visitors will not be permitted to enter Nursery or EYFS areas without appropriate authorisation following school's procedures. No visitors will access nurseries until they have signed in and followed safeguarding procedures at the main office.

Visiting speakers and external organisations

The school will undertake appropriate checks and risk assessments before inviting external speakers or organisations to work with pupils. The school will not knowingly invite or permit any speaker or organisation to use the school premises for the purpose of promoting extremist views, encouraging radicalisation or otherwise presenting a safeguarding risk.

All visitors and external providers working with children will be expected to comply with the school's safeguarding procedures, staff code of conduct, confidentiality requirements and relevant school policies.

These arrangements apply to all areas of the school, including the Nursery and EYFS provision, and will be reviewed regularly to ensure that they remain effective and reflect current statutory safeguarding guidance.

Useful links:

[School visitors and safeguarding | NSPCC Learning](#)

[St Alban's Catholic Primary and Nursery School: Policies](#)

Non-collection of children

St Alban's has clear procedures for the safe collection of all children, including children in Early Years Foundation Stage provisions. Children will only be released into the care of a parent/carer or another person who has been authorised by the parent/carer and recorded on the school's collection arrangements.

If a child is not collected at the expected end of the school day or session, staff will:

- Allow a short period for the parent/carer to arrive, normally **10 minutes**, while ensuring that the child remains safely supervised by an appropriate member of staff.
- Contact the parents/carers using the contact details held on the school system and, if necessary, contact the other authorised contacts or suitable persons listed for the child.
- Continue to supervise and reassure the child while attempts are made to contact an authorised adult.
- Establish, where possible, the reason for the late collection and consider whether there are any immediate safeguarding concerns or other circumstances affecting the child's welfare.
- Record the incident and actions taken on secure electronic system and CPOMS where appropriate, including the time of collection, attempts to contact parents/carers and any relevant information provided.
- Never release the child to an adult who is not authorised to collect them unless the school has obtained appropriate confirmation from the parent/carer with parental responsibility and is satisfied that it is safe to do so.
- If there are concerns about the identity, suitability or behaviour of an adult attempting to collect the child, the child will not be released until the safeguarding concern has been appropriately addressed.

Where late or non-collection is an isolated incident and there are no safeguarding concerns, the matter will normally be addressed proportionately with the parent/carer.

Where late or non-collection occurs repeatedly, or there are concerns about the child's welfare, the Designated Safeguarding Lead will speak with the parent/carer and consider what additional support may be appropriate. This may include reviewing emergency contacts, agreeing a collection plan, considering use of the school's After School Club where appropriate, addressing transport or work-related difficulties, or offering Early/Family Help.

Repeated or unexplained non-collection may be considered alongside other safeguarding information about the child and family. Where there are concerns that the child may be experiencing neglect, harm or another safeguarding risk, the DSL will follow the school's safeguarding procedures and, where appropriate, seek advice from or make a referral to Children's Social Care.

If no authorised person can be contacted or the child remains uncollected for a significant period, the DSL will seek advice from Children's Social Care and/or the local authority in accordance with local safeguarding procedures. The police will be contacted where there is an immediate risk to the child's safety or welfare.

For children attending the EYFS provision, the school and nursery will ensure that:

- children are only released into the care of individuals who have been explicitly authorised by the parent/carer;
- children remain appropriately supervised until collected;
- staff follow the child's individual collection arrangements and are aware of any relevant family circumstances or court orders that may affect collection;
- emergency contact information is kept up to date and reviewed regularly;
- any unexplained or prolonged non-collection is followed up and considered as a potential safeguarding concern where appropriate; and
- records of significant incidents and safeguarding concerns are maintained in accordance with the school's record-keeping procedures.

All staff, including EYFS staff, are familiar with these arrangements and understand that the safety and welfare of the child remains the priority at all times. Children will only be released from the Nursery/EYFS provision into the care of individuals authorised by their parent or carer in accordance with St Alban's and Stepping Stones agreed collection arrangements outlined at the home visit and forms completed on admissions.

EYFS – Premises, Confidentiality and Safeguarding

Our EYFS provision is organised to promote children's safety, welfare and confidentiality. A designated safeguarding room is available where staff can go to speak privately and confidentially with parents and/or carers about safeguarding, welfare or other sensitive matters. Staff have access to an appropriate area away from children when taking breaks.

Children are only released into the care of individuals who have been explicitly identified or authorised by their parent/carer, and children are not permitted to leave the premises unsupervised. The school takes all reasonable steps to prevent unauthorised persons entering the premises and has procedures in place to check the identity and purpose of visitors. All staff follow the school's safeguarding, collection, visitor and site-security procedures to ensure the safety and confidentiality of children and families.

Dangerous Dogs

At St Alban's Primary and Nursery School and Stepping Stones Nursery, no dogs are permitted on site and all families are reminded that any dog outside the school gates must be on a lead and away from the immediate entrance in the interests of safety and well-being for all using the site.

At St Alban's we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.

More information can be found here - [https://dscp.org.uk/dscp -
dangerous dogs practice guidance leaflet - pdf/](https://dscp.org.uk/dscp_-_dangerous_dogs_practice_guidance_leaflet_-_pdf/)

Any member of staff who becomes aware of a dog that could be prohibited or considered dangerous will refer to the Police and/or the Children's Social Care without delay.

Where there is a report of a child/young person having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries.
- The circumstances of the attack / incident.
- Whether the parents or dog owner sought medical advice.
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

Useful links:

[14865_proof_4LR_WEB.pdf \(bluecross.org.uk\)](#)

[Dog Help and Advice | Dogs Trust](#)

[Pet advice | Battersea Dogs & Cats Home](#)

[Safe and Sound Award Scheme | Dog training | The Kennel Club](#)