Safeguarding and Child Protection Policy

Newick CE Primary

Date Agreed:	**September 2025**
Review Date:	**September 2026**
Type of Policy:	**DCAT Statutory Policy**

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	September 2023	Angela Corbett	September 2023		DCAT model policy tailored to meet school for KCSIE 2023
2	September 2024	Angela Corbett	September 2024		DCAT model policy tailored to meet school for KCSIE 2024
3	September 2025	Angela Corbett	September 2024		DCAT model policy tailored to meet school for KCSIE 2025

Type of Policy	Tick ✓
DCAT Statutory Policy	✓
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	

Commentary on additional/amended points for KCSIE 2025

- KCSIE Annex H: lists most other minor changes; minor changes also made to paras 101 and 267
- Paragraph numbering: Some bullet lists save been merged or split – so numbering has changed slightly from 2024 KCSIE.
- No changes to guidance, Part one or Annex A or Part 4. Link added to Part 5. Link changes in Part 3.
- Two links added to Annex B, otherwise no change. No change to Annex C – job description of DSL.

Summary of amendments			
Para	**Aspect/amendment**		**Text from KCSIE 2025**
Attendance			
Paras 30 and 177	Amended text to state that Working together to improve school attendance is now statutory.		
Online safety			
Para 135	Amended definition - highlighted		content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
Para 142	Filtering and monitoring	Added bullet	*schools can use the department's 'plan technology for your school service' to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.*
Para 143	Generative artificial intelligence	Added bullet	*The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.*
Para 144	Cyber security	Amended text - highlighted	*In addition, schools and colleges should consider taking appropriate action to meet the Cyber security standards for schools and colleges which were developed to help them improve their resilience against cyber-attacks. Broader guidance on cyber security including considerations for governors and trustees can be found at National Cyber Security Centre – NCSC.*
Alternative provision			
Para 169	Safeguarding procedures assurance Notification of staff changes	Added text for clarification	*Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.*
Para 170	Pupil whereabouts in school day Review of placement	Additional text	*Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately*
Kinship care			
Para 199	Role of Virtual Heads to promote education achievement of children in kinship care	Additional text for clarification	*In September 2024, the role of Virtual School Heads was further extended to include a non-statutory responsibility to promote the educational achievement of all children in kinship care.*

Key Contacts

Role	Name	Contact details
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Deputy Designated Safeguarding Lead	James Winn	01825 723377
Deputy Designated Safeguarding Lead	Olivia Strachan	01825 723377
Designated Teacher for Looked After Children	Ashleigh Stewart	01825 723377
Headteacher/Principal	Faye Lawrence	01825 723377
Nominated governor for Safeguarding	Annabelle McIntosh	01825 723377
Chair of Local Governing Board	Jonathan Sharpe	01825 723377
Trust DSL Team		
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DCAT Deputy DSL Director of People	Karen Stant	kstant@dcat.academy Tel: 07761 041555
Interim Chair of Trust Board	Nick Taunt	ntaunt@dcat.academy
Safeguarding Link Trustee	Nick Wilkinson	nwilkinson@dcat.academy
East Sussex		
Local Authority Designated Officer (LADO)	Sam Efde	Website: Children's LADO referral form | East Sussex County Council Contact numbers: 07825 782793 and 01323 466606
Channel Helpline	Website: Refer to Prevent - professionals | Safe in East Sussex Email: preventreferraleastsussex@sussex.pnn.police.uk National Police Prevent Advice Line: 0800 011 3764	

	ACT Early Support Line: 0800 011 3764
Referrals into Early Help and Social Care – ***Single Point of Advice***	Telephone: **01323 464 222** *Monday to Thursday 8.30 am to 5 pm and Friday 8.30am to 4.30pm.* Email: Single Point of Advice team (Do not use GCSx email – it is no longer in use.)
Emergency Duty Service – after hours, weekends and public holidays	Use the from (link below) to submit an allegation or safeguarding concern to the Children's LADO about an adult who works with children. Website: Children's LADO referral form | East Sussex County Council **If the child is at immediate risk of harm,** do not use the form - instead, contact the emergency services on 999 or contact the Single Point of Advice team. Telephone: 01273 335905

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full*.

Within this vision of helping every child achieve their God-given potential, safeguarding is fundamentally about creating and sustaining a life-affirming environment. The key components are rules and procedures with which we must all comply. But compliance does not realise our vision on its own. Effective safeguarding relies on every member of staff contributing, through our words and actions, to the positive culture of relationships in which all pupils can flourish and experience Jesus' promise of "*life in all its fullness*" (John 10 vs 10)

1. Trust Statement of Intent

The Diocese of Chichester Academy Trust (DCAT) has a clear vision which is helping every child achieve their God-given potential. Fundamental to this is that children within our care are safe and happy. Our Trust is committed to ensuring that we promote the highest standards of welfare, both physical and emotional, for children at all of the DCAT academies. We will aim to do this by:

- creating a culture of safe recruitment by adopting a procedure of robust interviewing, screening and checks to deter or identify people who may pose a risk to children
- having in place clear and understood systems and processes which safeguard children
- providing high quality and up-to-date training for staff, governors and Trustees
- ensuring children feel empowered to recognise concerns and speak out if they are worried
- ensuring that we work alongside our professional partners to achieve the best outcomes for all our children
- working in an open and honest way with our parents/carers
- Newick CE Primary School will publish the Safeguarding and Child Protection policy on the school website. Parents and carers may also request a paper copy of the policy.

2. Safeguarding and Child Protection arrangements

The Diocese of Chichester Academy Trust (DCAT) requires each academy to have a robust Safeguarding and Child Protection policy which is fully aligned with Keeping Children Safe in Education 2025 and local guidance from East Sussex, West Sussex, Hampshire and Bournemouth, Christchurch and Poole Local Authorities.

Newick CE Primary School will publish the Safeguarding and Child Protection policy on the school website. Parents and carers may also request a paper copy of the policy.

Newick CE Primary School will meet the following DCAT safeguarding requirements:

- every member of staff will read and sign that they have understood and will follow Keeping Children Safe in Education (KCSIE) Part 1 and Annex B
- every local governor and Trustee to read and sign that they have understood Keeping Children Safe in Education (KCSIE) Part 1, Part 2 and Annex B
- every member of staff undertakes annual high-quality safeguarding and child protection training, commensurate with their role and responsibilities
- annual high-quality safeguarding and child protection training, including in online safety, is provided for all Local Governing Body members
- a representative(s) will monitor the school's safeguarding arrangements, this includes systems for filtering and monitoring and regularly checking the Single Central Record (SCR).

- safeguarding is covered at Local Governing Body meetings
- the DSL to report 3 times a year to the Local Governing Body
- leaders undertake an annual audit of safeguarding, including online safety.

Further information regarding DCAT's safeguarding practices can be found in the DCAT Employee Handbook and HR policies.

3. Policy aims

The aims of this policy are to:

- Establish a safe environment in which children can learn and develop
- Provide all members of the Newick CE Primary School with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- Ensure consistent good practice across Newick CE Primary School
- Demonstrate DCAT's and Newick CE Primary School commitment to safeguarding children

Prevention of harm

The Trust and Newick CE Primary School recognise that its schools play a significant part in the prevention of harm by providing students with good lines of communication with trusted adults and an ethos of protection. Each school in the Trust will therefore:

- establish and maintain an ethos where students feel secure, are encouraged to talk and are always listened to;
- ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum opportunities that equip students with the skills they need to stay safe from harm and to know who they should turn to for help.

4. Policy Statement

The Trust and Newick CE Primary School are committed to safeguarding children and young people and everyone who works for DCAT and Newick CE Primary School , including trustees and governors, are expected to share this commitment.

Safeguarding and promoting the welfare of children is **everyone's** responsibility and applies to all employed staff as well as contracted and supply staff working at Newick CE Primary School and any of the Trust's schools.

Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. Children includes everyone under the age of 18

Safeguarding and promoting the welfare of children is defined (as set out in Keeping Children Safe in Education 2025) (KCSIE) for the purposes of this policy as:

- **protecting** children from maltreatment
- **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.

Our safeguarding and child protection policy is based on:

- **Prevention**
  establishing a positive, supportive, safe school culture, curriculum and pastoral opportunities for all pupils, and safer recruitment procedures
- **Protection**
  following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns
- **Support**
  providing for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm
- **Working with parents/families and other agencies**
  ensuring appropriate communications and actions are undertaken with families, our safeguarding partners and other agencies, professionals and organisations.

5. Safeguarding definitions

'***Safeguarding'*** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood.

'Child protection' is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

KCSIE (paragraph 3) defines safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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

The term ***'staff'*** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents, volunteers and members of the Local Governing Body.

'Child ' refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils on roll at Newick CE Primary School , however, the policy will extend to visiting children from other establishments and also those using the premises from outside organisations.

'Parent' refers to birth parents and other adults in a parenting role, this covers adoptive parents, step-parents, guardians and foster carers.

'Abuse' could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.

'Victim' is a widely recognised and understood term. Schools recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We are conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

'Perpetrator(s)' for the purpose of this policy (in line with KCSIE), we use the term, in places, use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**'. These are widely used and recognised terms. At Newick CE Primary School we think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

6. DCAT Centre Team and Trustees

The Trustees and DCAT Centre Team have all undergone the appropriate safeguarding checks, which are recorded on the DCAT Single Central Record. The Trust uses a central record, called Arbor, which holds the records of staff recruitment for all schools. Each school is able to view their staff and governor employment check records, together with those of the Centre Team and Trustees.

7. Legislation and guidance

These links have all been checked and updated to reflect current DfE publications and website links.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education 2025
- Working together to safeguard children (December 2023, last updated June 2025) (WTSC)
- Behaviour in schools (February 2024)
- Children's social care national framework (December 2023, last updated July 2025)
- Early Years and Foundation Stage Framework (EYFS) (July 2025)
- Framework for the Assessment of Children in Need and their Families (2000)
- Generative artificial intelligence (AI) in education (June 2025)
- Information sharing for safeguarding practitioners (April 2024)
- Meeting digital and technology standards in schools and colleges (March 2022, last updated March 2025)
- Multi-agency statutory guidance on female genital mutilation (July 2020)
- Ofsted: Education Inspection Framework' 2019 (revised July 2023)
- ***Ofsted: School inspection handbook*** (last updated September 2024) ***Awaiting updates for Autumn 2025 - draft for consultation School inspection toolkit***
- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (March 2024, last updated July 2025)
- Relationships and sex education (RSE) and health education (June 2019 and updated July 2025)
- Sharing nudes and semi nudes advice for education settings working with children and young people (March 2024)
- Sharing nudes and semi-nudes: how to respond to an incident (overview) (March 2024)
- The Education (Independent School Standards) Regulations (2014)
- The Non-Maintained Special Schools (England) Regulations 2015
- The Prevent Duty Guidance (published September 2023 and came into force on 1 January 2024)
- Working together to improve attendance (August 2024 - statutory for 2025)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have regard to any guidance issued by the Secretary of State.

Other legislation this policy is based on:

- School Staffing (England) Regulations 2009
- Children's Act 1989 (and 2004 amendment),
- Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B (11))
- The Marriage and Civil Partnership (Minimum Age) Act 2022
- Rehabilitation of Offenders Act 1974
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006

8. Human Rights and Equality Statement

Newick CE Primary School is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010 including its Public Sector Equality Duty) and the local multi-agency safeguarding arrangements in East Sussex.

DCAT, the school's Local Governing Body and senior leaders recognise that, under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education.

DCAT and the school recognise that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

DCAT and all members of the school will adhere to the Equality Act, will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

DCAT and the school will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration is made to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

The school follows the DCAT Human Rights and Equalities objectives set out in the HR and Employee Handbooks to meet the requirements of the Equality Act 2010 (2021) Human Rights Act and Public Sector Equality Duty.

9. Contextual safeguarding

All staff at Newick CE Primary School should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment. This is known as contextual safeguarding, which means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should consider the context within which such incidents and/or behaviours occur. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families, for example: sexual exploitation, criminal exploitation and serious youth violence.

Children's social care assessments should consider such factors, so it is important we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

10. Associated safeguarding policies

This policy is one of a suite of policies, reflecting the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies listed below:

- Anti-Bullying policy
- Attendance policy
- Behaviour Policy
- Data protection policy
- First aid policy
- Health and safety policy
- Lettings policy
- Online safety policy
- Personal and intimate care
- Personal, social and health education (PSHE)
- Prevent Policy statement and risk assessment
- Relationships and Sex Education (RSE).
- Safer recruitment policy and procedures
- Special educational needs policy
- Staff code of conduct set out in the DCAT Employee Handbook
- Staff disciplinary policy set out in the DCAT HR Handbook
- Supporting pupils with medical needs
- DCAT Whistleblowing Update

11. Roles and responsibilities of staff and other adults

Any member of staff undertaking the role of DSL or DDSL must have this explicitly written in their job description held on their personnel file as indicated below.

The Designated Safeguarding Lead (DSL)

Each school in the Trust has a DSL, who is also a member of the school's senior leadership team. The DSL will:

- take lead responsibility for safeguarding and child protection across the school (including online and digital safety).
- take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.
- advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies and safeguarding partners including the Local Authority, health and Police
- lead on raising safeguarding awareness with all stakeholders
- responsible for ensuring child protection files are kept up to date and any sharing of information happens in accordance with KCSIE
- some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

The DSL and deputies should liaise with the three safeguarding partners (the Local Authority; a clinical commissioning group for an area within the Local Authority; and the Chief Officer of Police for the police area in the Local Authority area) and work with other agencies in line with Working Together to Safeguard Children.

During term time, the DSL and/or Deputy DSL, will be available (during school hours) for staff in the school to discuss any safeguarding concerns.

During holiday time the DSL will be contactable via the email address DSL@newickschool.co.uk.

The Deputy Designated Safeguarding Lead

The Deputy DSL will:

- support the DSL in their responsibility for safeguarding and child protection across the school (including online and digital safety)
- take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.
- advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies and safeguarding partners including the Local Authority, health and Police
- lead on raising safeguarding awareness with all stakeholders
- ensure child protection records and files are detailed, kept up to date and any sharing of information happens in accordance with KCSIE

See KCSIE 2025, Appendix C for the full job description, in line with KCSIE 2025, of the DSL and DDSLs. ***Note no change from 2024 KCSIE job description.***

The Headteacher

The Headteacher will:

- ensure that the Safeguarding and Child Protection policy, and procedures, including those for online safety, are implemented and followed by all staff
- allocate sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures.

Trustees and Local Governing Body

The DCAT Trustees and Local Governing Body will ensure that the school has:

- a DSL for safeguarding and child protection who is a member of the senior leadership team and has undertaken the appropriate training
- Safeguarding and Child Protection policy and DCAT safeguarding procedures, including those for online safety, in place which are consistent with the Local Safeguarding Children Partnership requirements, effectively implemented, reviewed annually and available on the school's website
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- a training strategy that ensures staff at all levels and in all roles, including the Headteacher, receive appropriate safeguarding training, including online safety
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection and safeguarding
- a nominated member of the Local Governing Body (most commonly the Chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Headteacher
- appropriate safeguarding and child protection (including online) training in place for all governors at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding
- awareness of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Teaching and support staff

All staff, regardless of their role, at Newick CE Primary School have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help.

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

All staff should:

- wear school lanyard and identity badge at all times
- receive appropriate safeguarding and child protection training which is regularly updated
- know what to do if a pupil tells them he/she is being abused or neglected
- know how to manage the requirement to maintain an appropriate level of confidentiality
- never promise a pupil that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child
- refer all concerns/incidents reported to them to the DSL/member of the safeguarding team
- be aware that safeguarding incidents could happen anywhere and be alert to possible concerns then being raised in school
- press for reconsideration if a pupil's situation does not appear to be improving following a referral
- support social workers and other agencies following any referral
- be aware of the school's systems that support safeguarding, such as Early Help and Children's Services Social Care Assessment.

Any staff member who has a concern about a child's welfare must:

- notify the DSL at the earliest opportunity following the referral/reporting processes set out in section 17 of this policy
- raise concerns with children's social care directly if they believe there is a risk of immediate serious harm to the child directly.
  For example:
  a. on return from a school trip in the early hours of the morning
  b. if they believe that the DSL (and deputies) have not contacted social care following a disclosure / serious concern
  c. a pupil makes a disclosure to them off site and out of hours

Although these situations are highly unlikely it is important that staff remember that the safety of children is of paramount importance.

Staff must also notify the DSL of their concerns and actions at the earliest opportunity, this includes making a full written report in line with the school's processes.

Direct contact details for Children's Services can be found on page 2-3 of this policy.

Contracted and supply staff

Any contracted and supply staff are made aware of the school's safeguarding systems on their first arrival in school. They are expected to follow school procedures should they have a concern about a child or another member of staff or safeguarding practices at the Newick CE Primary School.

Visitors

All visitors to Newick CE Primary School are provided with information – on the tablet as they sign in electronically, and paper copies are available - detailing the school's safeguarding procedures on arrival. They are expected to follow school procedures should they have a concern about a child, a member of staff, any another adult or safeguarding practices at Newick CE Primary School .

12. Staff, Trustee and Governor training

All staff in the Trust must undergo safeguarding and child protection training, including in online safety, at induction. This training will be regularly updated and be ongoing throughout the school year to keep the profile of safeguarding high and ensure pupils are effectively safeguarded.

In addition, all staff will receive regular safeguarding and child protection updates, these may come through email, information bulletins, presentations, staff meetings and online sessions. These will be strategically planned so that over time staff will broaden their knowledge and understanding of safeguarding commensurate to their roles

All staff will also receive annual training in online safety, this will include understanding roles and responsibilities in relation to filtering and monitoring, and also cover the use of artificial intelligence (AI) and cyber security awareness.

Staff will also receive training in Prevent every 2 years.

The DSL and deputies will receive appropriate DSL level training every two years, along with any additional training to support whole school safeguarding culture and practice. This will involve training in all aspects of online safety, including in awareness of filtering and monitoring and safeguarding aspects of the use of generative AI. Training for DSLs and deputies, will be strategically planned to build knowledge and expertise over time, and be adaptable to emerging safeguarding concerns at school, local and national level.

All DCAT Trustees, and members of Newick CE Primary School Local Governing Body will receive annual safeguarding training, including in online safety, plus training on specific issues at least three times a year. This will be strategically planned so that all governors develop expertise over time, so they actively monitor and check on the effectiveness of safeguarding arrangements in their schools.

All staff at Newick CE Primary School **are expected to read at the start of each school year, or at the time of appointment as part of their induction:**

- KCSIE Part 1 (or for some staff Annex A, if deemed appropriate) & Annex B
- Safeguarding and Child Protection policy
- DCAT Employee Handbook which includes the staff code of conduct
- Behaviour policy
- Online Safety policy
- Safeguarding response for children who go missing from education
- Know the name and roles of the Designated Safeguarding Lead (DSL) and their deputies. who are found to have not fully understood safeguarding requirements.

The DSL will actively monitor and check on the effectiveness of safeguarding arrangements in their schools.

13. Staff support and supervision

The DSL will make all staff aware that support and advice is available to them. Staff should seek support from the DSL, their line manager or a senior member of staff if they feel distressed or upset following a disclosure made by a child. The DSL or a senior member can put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union or other similar organisations directly.

Newick CE Primary School will ensure that members of staff who are working with foundation stage children are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) Framework (July 2025, effective from September 2025).

Supervision can also be accessed through SLES – East Sussex Safeguarding Support team.

14. Staff code of conduct and safe working practices

DCAT expects all employees to recognise their obligations to the Trust, Newick CE Primary School , the public, pupils and other employees and to conduct themselves properly at all times and in accordance with the DCAT code of conduct (Section 2, DCAT Employee Handbook) and all other policies and procedures both on and away from the school's premises. The disciplinary procedures are set out in Sections 6 and 7 of the HR Handbook should the conduct of any member of staff fall below these standards, this includes low level concerns and allegations of abuse against pupils.

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the DCAT Employee Handbook. Aspects of working practice covered include dress code, driving, use of Trust vehicles and home visits

Staff must adhere to DCAT and Newick CE Primary School policies including for physical restraint, the use of computers, social media and electronic communication (such as email, mobile phones, texting, social networking) as set out in the Online Safety policy and the Employee Handbook.

15. Indicators of abuse and neglect

All staff at Newick CE Primary School are made aware of the definitions and indicators of abuse and neglect, as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (KCSIE) 2025.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Also, that behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos, can be signs that children are at risk.

There are four categories of abuse, neglect and exploitation set out in KCSIE, these are:

- Physical abuse
- Sexual abuse

- Emotional abuse
- Neglect

In addition, KCSIE describes the following specific forms of abuse and safeguarding:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Children and the court system
- Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying)
- Children missing/absent from education
- Children with family members in prison
- County Lines
- Cybercrime
- Drug taking and/or alcohol misuse
- Domestic abuse
- Gangs and youth violence
- Gender based abuse and violence against women and girls (VAWG)
- Homelessness
- Honour based abuse (including FGM and forced marriage)
- Mental health
- Modern slavery & the National Referral Mechanism
- Online safety (including awareness of the school's systems for filtering and monitoring)
- Preventing radicalisation, Prevent Duty and Channel
- Serious Violence
- Sexual violence and sexual harassment
- Sextortion
- Upskirting
- Youth produced sexual imagery, nudes/semi-nudes ("Sexting")

Further details can be found in Appendix C of this policy.

All staff should be aware that:

- children can be at risk of harm inside and outside of Newick CE Primary School, inside and outside of home and online
- harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others - this can be particularly relevant in relation to the impact on children of all forms of domestic abuse
- abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone - in most cases, multiple issues will overlap with one another.

Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

All staff, but especially the Designated Safeguarding Lead (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse, exploitation and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, spreading misinformation, sharing conspiracy theories, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL (or deputies) on a case-by-case basis.

All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from 'What to do if you are worried a child is being abused' DfE 2015).

16. Understanding the views of children

It is important that all children at Newick CE Primary School feel heard and understood. Therefore, DSLs (and deputies) should encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them. Pupils should be informed of this culture and know they that if they raise concerns they will be listened to and their views taken into account.

17. What staff should do if they have concerns about a child

Staff are expected to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately and follow their individual school's referral/reporting process.

The DSL or a deputy should always be available to discuss safeguarding concerns during school hours. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the Senior Leadership Team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and must therefore share any information that could prove critical in keeping a child or children safe.

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Staff should never consider a concern to be too minor to share. If a member of staff is any doubt about sharing information, they should speak to the Designated Safeguarding Lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of any child attending a Newick CE Primary School .

The GDPR and Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

Appendix A provides a flow chart of what to do if a member of staff has a safeguarding concern about a child.

If a child discloses information to a member of staff

Staff should always be mindful that it takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to staff about any risks to their safety or wellbeing, the staff member will need to let them know that the information **must** be passed on – staff are not allowed to keep secrets or tell a child that what they tell them will be treated as confidential.

The Designated Safeguarding Lead or a deputy should always be available to discuss safeguarding concerns during school hours. If in exceptional circumstances, such as out of school hours, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. Staff must speak to a member of the Senior Leadership Team and/or take advice from Local Authority children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible. See contact details in on page 2.

During a conversation with the child:

Staff should heed this advice when a child discloses alleged abuse.

- Allow the child to speak freely.
- Do not promise confidentiality. If what a child discloses is an allegation of abuse, staff have a duty to tell and will then have to betray the child's trust. Always explain that the school will need to talk to a designated member of staff who will keep the issue as confidential as possible.
- Remain calm and do not overreact – the child may stop talking if they feel the information they are disclosing is upsetting to staff.
- Take what the child says seriously. Do not show disbelief and keep an open mind. It is more likely than not that the child is telling the truth.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Listen, only asking questions when necessary to clarify. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's parent thinks about all this.

- Do not criticise the alleged abuser. Often an abused child has very confused feelings about the perpetrator and may still love the person whilst hating what has been done. Judgemental comments can evoke a sense of bewildering loyalty.
- Once the child has finished relaying what has happened, give reassurance: this kind of thing has happened to others and there are people who can help. No-one has to go through this experience alone.
- Tell the child what will happen next as far as possible. Answer any questions honestly; if staff are unable to answer a question, they should say this, and that they will try to find out.
- Never promise anything that cannot be delivered for certain. For example, do not promise that everything will work out fine or that the child will never have to face the abuser again. Staff can only promise to do their best to help. Reassure the child that they will be heard and supported.
- Write up the conversation as soon as possible and hand it to the designated person without delay, as it may not be appropriate for the child to return home at the end of the school day.

18. Notifying parents and carers of safeguarding concerns

Newick CE Primary School normally seeks to discuss any concerns about a child with their parents and carers, but this must be handled sensitively. However, if the school believes that notifying parents and carers could increase the risk to the child or exacerbate the problem, then advice will first be sought from children's social care and parents may not be contacted.

19. Notifying the Trust DSL team of safeguarding concerns

All safeguarding must be recorded on the safeguarding software My Concern, which the Trust can access.

However, there will be certain circumstances where the Trust DSL team should be specifically notified. These are:

1. Where the Headteacher, DSL or Deputy DSL have a 'conflict of interest' in a particular case
   i.e. they have a personal relationship to those involved

2. Where a concern/s have a significant reputational risk to the school or Trust
   i.e. something happening off of school property, when children are under the supervision of non-school staff or where there are multiple occurrences of the same type of concern over the short period of time are raised

   (Examples could include: multiple child-on-child concerns in the same class in one term, child suicide or attempted suicide, a sextortion or child-on-child sexual abuse case that may involve the Police or inappropriate behaviour by a member of staff towards a child.)

3. Where a member of the school staff views that a safeguarding concern is not being dealt with appropriately or taken seriously enough by the school's safeguarding leads.

In such circumstances, the Headteacher, DSL (or deputies) or other staff member should not delay in contacting the Trust DSL team. There should be no delay in contacting the Trust Team, ideally this should be on the same day. See contact details in on page 2.

By notifying the Trust DSL team the school can request support with handling a case/s.

In some limited and rare circumstances, the Trust DSL team may take over the handling of a case.

20. Early Help assessment

WTSC 2023 states: *'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.'*

What staff should look out for:

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

- is disabled and has specific additional needs
- is disabled or has certain health conditions and has specific additional needs
- 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 education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

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

All staff should be aware of indicators of abuse and neglect (see Appendix B) so that they are able to identify cases of children who may be in need of help or protection. Staff should also refer to Appendix C for details of specific safeguarding issues.

Taking action:

Staff must follow these key steps:

- report concerns to the DSL or another member of the safeguarding team as quickly as possible, and certainly before the end of the school day
- if a member of the safeguarding team is not available, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report the concern to children's social care;
- not start their own investigation
- share information on a need-to-know basis only – not to discuss the issue with colleagues, friends or family
- complete a written record of concern using the MyConcern safeguarding reporting system - any handwritten notes, paper evidence, emails or other information must be scanned and attached to the electronic record – e.g. *supply teachers, student teachers using the pink concern forms, available in SLT or main office and handed directly to a DSL.*
- staff should seek support if they are distressed – see section 31
- in an emergency, take the action necessary to help the child – for contact details see the table of contacts on page 2 or in a serious emergency call 999.

Early help assessments:

If early help is seen as appropriate action for a child (and their siblings):

- the designated safeguarding lead (or a deputy) will 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 *(for example a Key Stage Leader in a primary school or Head of Year in a secondary school).*

The DSL (or deputies) must follow the guidance on effective early help assessment set :out in Working Together to Safeguard Children Chapter 3, section 1, summarised below:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help which considers the needs of all members of the family - this should be with agreement of the child and their parents or carers, involving the child and family as well as all the practitioners who are working with them
- take account of the child's wishes and feelings wherever possible which could include providing advocacy support
- take account of the child's age, family circumstances and extra-familial contexts and whether these factors are contributing to or preventing good outcomes

- ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family
- co-ordinate and/or provide support as part of a plan to improve outcomes
- engage effectively with families and their family network, making use of family group decision-making, such as family group conferences, to help meet the needs of the child.
- take account of the family's needs and any underlying issues
- be based on facts, and explore and build on strengths
- be clear about the action to be taken and services to be provided
- identify what help the child and family require to prevent needs escalating

The DSL must keep any such cases under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

21. Statutory children's social care assessments and services

At Newick CE Primary School we will make a referral to children's social care:

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the Local Authority children's social care (and if appropriate the police) is made immediately.

Referrals will follow the local referral process and the expectations set out in KCSIE and in Chapter 3 section 3 of 'Working Together to Safeguard Children' 2023.

A children's social care assessment will consider where children are being harmed in contexts outside the home, so it is important that we provide as much information as possible as part of the referral process so that all the available evidence is considered to enable a contextual approach to address such harm.

At Newick CE Primary School we will ensure we do all we can to support the assessment and, if the child's situation does not appear to be improving, follow local escalation procedures.

22. Multi-agency working

At Newick CE Primary School we recognise that we have a pivotal role to play in multi-agency safeguarding arrangements.

The Local Governing Body will ensure that the school contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'.

Newick CE Primary School will work with the 3 safeguarding partners (the Local Authority; a clinical commissioning group for an area within the Local Authority; and the Chief Officer of Police for the police area in the Local Authority area) to make arrangements to work together to safeguard and promote the welfare of local children.

23. Record keeping

The DSL is responsible for ensuring that child protection records are kept up to date. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL (and DDSLs). Safeguarding records are shared with staff on a 'need to know' basis only.

Staff must pass all safeguarding concerns to the DSL without delay. Information should be kept confidential and stored securely. Concerns and referrals are recorded and kept in a separate record for each child using the My Concern online recording, managing and reporting system. This should include speaking to the DSL. Records must build into a full and detailed chronology of a child and will include:

- a clear, comprehensive and contemporaneously written account of the concern, (this may be used as evidence if the disclosure becomes a Police matter)
- records must use the child's words
- be shared as soon as possible after the incident/event - if there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- the record must be signed and dated by the member of staff.
- notes of any actions taken, how the concern was followed up, decisions reached and outcomes/resolutions.
- a body map will be completed if injuries have been observed.
- any supporting evidence of communications, including discussions, emails, letters and records of phone calls
- details of the decisions made together with a clear rationale for these decisions, including instances where referrals were and were not made to another agency such as children's social care, CAMHS or the Prevent programme
- other school records, such as first aid, medical treatment if the child is unwell, attendance and punctuality and behaviour.

They should ensure the records are only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in section 24 of this policy.

Staff should never promise a student that they will not pass on child protection concerns to the relevant staff and agencies. However, the child should be reassured that:

- their disclosure will be taken seriously, and it is not creating a problem
- their disclosure will only be shared with relevant staff
- staff will be sensitive to their feelings and concerns
- their wishes will be heard
- they will be kept informed of actions and support.

If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

24. Information sharing and confidentiality

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of children. The school may legitimately share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Newick CE Primary School recognises that it is our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2025. The safety of the child is always paramount. Any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of pupils.

Newick CE Primary School will ensure that when children leave, their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt. This information will be transferred separately from the main pupil file.

Receiving schools should ensure key staff such as the DSL and SENCO are aware as required. In addition to the child protection file, the DSL should also consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputies). DfE Guidance on Information Sharing (May 2024) provides further detail. The 7 'golden rules' for sharing information can support staff who have to make decisions about sharing information.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

25. Child leaving the school

If a student leaves Newick CE Primary School , the school will ensure:

- where the name of the next school is known, the DSL will alert the Headteacher and/or DSL ahead of the child's arrival about any safeguarding concerns
- their safeguarding file is sent securely to their receiving school once attendance has been confirmed as set out in section 24.

If the next school is not known, the school procedures for children missing from education (CME) must be followed and in the case of a child of any concern, children's services alerted. Once the child is removed from roll, their safeguarding file is archived.

If the pupil is home-educated or has left the country, their safeguarding file is archived.

26. Child-on-Child Abuse

All staff at Newick CE Primary School recognise that children can abuse their peers. This can happen both in and out of school and online. DCAT and Newick CE Primary School adopt a 'zero tolerance' approach to any form of child-on-child abuse.

All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

- that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported - it is important if staff have **any** concerns regarding child-on-child abuse they should speak to the DSL (or deputy)
- the importance of challenging inappropriate behaviour between peers, many of which are listed below, that are actually abusive in nature - downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved
- that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

Newick CE Primary School recognises that child-on-child abuse (as set out in KCSIE 2025 paragraphs 30-33) is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

When responding to concerns relating to child-on-child sexual violence or harassment, Newick CE Primary School will follow the procedures set out in the anti-bullying/child-on-child abuse policy.

Newick CE Primary School recognises consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue. All concerns must be reported to and dealt with by the DSL (or deputy). The school's protocols for dealing with such concerns follows DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings 2024 updated advice.

Appendix E lists the requirements in more detail for the school's approach to child-on-child abuse. This covers the school response, pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or the local Safeguarding Team. This follows the guidance outlined in KCSIE 2025 Part 5.

27. Female genital mutilation (FGM)

All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms. All staff have the MANDATORY and legal duty to report any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).

If any member of staff discovers that an act of FGM appears to have been carried out (or may be carried out) on a girl under the age of 18, the teacher/member of staff must report this to the police. Those failing to report such cases may face disciplinary sanctions.

Staff must also speak to the DSL (or deputy) with regard to any concerns about Female Genital Mutilation (FGM).

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-

binding, unofficial 'marriages' as well as legal marriages. *See Appendix C for further details of so-called 'honour'-based abuse and forced marriage.*

28. Preventing radicalisation

Children can be susceptible to extremist ideology and radicalisation. Schools have a duty to prevent pupils from being drawn into terrorism or other extremist activities. To support this DCAT have set out the approach schools should follow in their Prevent Policy.

All staff will be appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.

The DSL (and any deputies) will follow local procedures for making a Prevent and Channel referral which is seen as part of the wider safeguarding obligations at Newick CE Primary School .

Once reported, Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

The DSL will ensure a detailed Prevent risk assessment is undertaken, completed in accordance with DfE guidance for Completing a risk assessment to assess the risk of people becoming terrorists or supporting terrorism, and makes use of the appropriate DfE template. This must be reviewed at least annually. This includes the risks posed by pupils' access to the internet and social media and the school's mitigating actions, such a monitoring and filtering internet use. *See Appendix C for further details on preventing radicalisation.*

29. Children at increased risk and/or are more vulnerable

Children absent from education

All staff should be aware that poor or irregular attendance, unexplainable and/or persistent absences or children going missing can act as a vital warning sign of a range of safeguarding possibilities.. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

All staff should monitor attendance carefully and raise concerns about poor or irregular attendance without delay. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Where there are safeguarding concerns staff must follow the reporting procedures set out in section 17 of this policy.

Staff should be aware of the school's unauthorised absence and children missing from education procedures, which can be found in the school attendance policy.

The school will follow up with parents/guardians when pupils are not at school. This means the school will keep at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

Children who are homeless

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

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Children in the courts and/or criminal justice system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. How children will be processed and supported will depend on their age - there are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

Newick CE Primary School will work to support children who are in the criminal justice system due to their own criminal behaviour, working with their families in line with the school's safeguarding systems and procedures. This includes attendance and wellbeing monitoring.

Newick CE Primary School is aware that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. Newick CE Primary School will work to support the children and their families through the process and, where appropriate recommend the Ministry of Justice online child arrangements information tool which provides clear and concise information on the dispute resolution service.

Looked after children, previously looked after children and care leavers

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL has the details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The school has appointed a designated teacher (see key contacts on *page 2/3)* (school may name the member of staff). The designated teacher will work with Local Authorities to

promote the educational achievement of any pupils who are looked after, previously looked after or care leavers.

Newick CE Primary School follows the guidance set out in Promoting the education of looked-after and previously looked-after children recognising the role of the Virtual School Heads. This includes children in kinship care arrangements, as set out in Championing kinship care: national kinship care strategy.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities (SEND) can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the contents/behaviours or not understanding the consequences of doing so.

To address these additional challenges, Newick CE Primary School will consider extra pastoral support for children with SEN and disabilities. The DSL and SENCo will work together to effectively support these pupils.

Children who need a social worker

Children may need a social worker due to safeguarding and welfare needs. They may need this help due to neglect, abuse and/or complex family needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged. As a matter of routine, the DSL and other key staff at Newick CE Primary School will work with the child's social worker to ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. The DSL and key staff will use this information to inform decisions about safeguarding, including the provision of pastoral and/or academic support.

Newick CE Primary School working with Virtual School Heads using their expertise and knowledge to raise aspirations and strengthen partnership working for these children. support these children. The DSL and leaders will use the guidance set out in Championing kinship care: national kinship care strategy to reduce the barrier to education for these children, in particular improving their attendance alongside addressing their safeguarding concerns.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Each Trust school should ensure they have

clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Newick CE Primary School has a documented mental health strategy in place, that is shared with all staff. The school's appointed named mental health lead is Faye Lawrence, (Headteacher/DSL). The school will ensure the named mental health lead and other staff are appropriately trained for their roles in mental health issues and understand the school systems for raising concerns so help can be put in place.

Newick CE Primary School will raise awareness with pupils, so they understand the importance of mental health through a Relationships Education curriculum and ensure each child knows how seek help, when needed. Details on the school's approach to mental health, together with sources of information and support, should be made available on the school website.

Children with health issues

Certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Newick CE Primary School has in place arrangements to care for children with specific health issues which are appropriate and well managed, with clear recognition of the need for vigilance in relation to safeguarding of those children.

Newick CE Primary School also recognises that the routine care and treatment of pupils who are unwell or injured during the school day provides opportunities to be vigilant in relation to safeguarding. The school has in place a documented policy and practice to ensure staff are able to recognise and report concerns. School leaders routinely analyse the school's records of the care and treatment of unwell or injured pupils to look for patterns and trends and takes appropriate actions.

Children who are lesbian, gay, bisexual or gender questioning

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

Newick CE Primary School recognises that risks can be compounded where children who are lesbian, gay or bisexual lack a trusted adult with whom they can be open.

Newick CE Primary School is aware that risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Newick CE Primary School is aware that the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. Newick CE Primary School will work with families to support these children and recommend that when families/carers are making decisions about support for gender questioning children,

they will be encouraged to seek clinical help and advice, as early as possible, by a clinical professional with relevant experience.

Newick CE Primary School will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Newick CE Primary School will refer to the DfE Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

30. The use of reasonable force

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

The school follows the DfE guidance on the use of reasonable force. This is set out in the Behaviour Policy. Staff should be aware of the school's policy. Newick CE Primary School will ensure staff are trained in its use, and that this is kept current.

Should a member of staff be in a position where they use 'reasonable force' they must inform the DSL and Headteacher and provide a written report. When managing incidents of reasonable force and restrictive physical interventions the school will consider whether to liaise with the LADO and the DCAT Head of Safeguarding, where it is thought that the physical intervention may lead to an allegation.

31. Staff Wellbeing

Newick CE Primary School recognises that safeguarding is everyone's responsibility and that there is a duty of care to the professionals working in the school.

DCAT subscribes to a confidential Employee Assistance Programme (EAP) through Optima Health (via Strictly Education). It offers access to a team of trained wellbeing and counselling practitioners to support all DCAT employees. They offer confidential, independent, and unbiased information and guidance by telephone, in writing, online and through face-to-face appointments for a wide variety of issues and is available 24 hours a day, 7 days per week. Staff can contact the EAP by calling 0800 028 5147. More information can be found on Optimise.

32. Safer recruitment

Newick CE Primary School follows the DCAT Safer Recruitment policy and procedures. The DCAT policy adheres to the statutory guidance set out in KCSIE Part 3 for safer recruitment to prevent people who pose a risk of harm from working with children. The policy covers employed staff, supply staff, volunteers, contractors, trainee teachers, visitors to the school site, DCAT Trustees, DCAT Centre Team and members of the Local Governing Body.

The School Staffing (England) Regulations 2009 require schools to ensure that at least one of the people conducting an interview has completed safer recruitment training. DCAT Trust Centre staff who are involved in recruitment have undertaken safer recruitment training and this is kept current, renewing every 3 years.

Newick CE Primary School ensures that at minimum 2 members of SLT and 2 governors have undertaken safer recruitment training and that this is kept current, renewing every 3 years. Governors who may be involved in recruitment will also be asked to complete the training.

Staff who manage the Single Central Record (SCR) must also complete the safer recruitment training.

33. Ongoing vigilance

DCAT and Newick CE Primary School leaders aim to create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children. DCAT and the school have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

All staff are made aware of the procedures to follow if they have a safeguarding concern about another staff member or safeguarding practices in the school. These are referred to in sections 33 and 34 of this policy and section 1.5 of the DCAT Employee Handbook.

There are times when DCAT and Newick CE Primary School will need to carry out new checks on existing staff. These are when:

- an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out
- there has been a break in service of 12 weeks or more, or
- there are concerns about an individual's suitability to work with children.

If an existing member of staff moves to a new role or school within the Trust, DCAT and Newick CE Primary School must refer to the DCAT safer recruitment policy and procedure for guidance on what appropriate checks must be completed.

34. Raising concerns about a member of staff or adult in the school

These procedures apply to employed staff, supply teachers, volunteers, contractors, visitors and adults working in organisations that provide activities for children which use the school premises.

The DCAT HR Key Policies sets out the policy and procedures, that align to those set out in KCSIE part 4, for managing cases of allegations against employees. This includes both:

- Allegations that may meet the harm threshold.
- Allegations/concerns that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'.

Please see DCAT Managing Allegations Safeguarding Procedure

Allegations that may meet the harm threshold

This applies where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers, contractors, supply teachers and individuals involved with organisations that work with children on the school's premises) posing a risk of harm to children, this should be referred to the individual school's Headteacher. Where there are concerns/allegations about the Headteacher, this should be referred to the Chair of Local Governing Body.

Employees can also contact the NSPCC whistleblowing advice line on 0800 028 0285 or DCAT centre team or DCAT Trustees all of whom are named on the DCAT website. See also contact details in on page 2/3.

Concerns about agency and contracted staff

Newick CE Primary School may have to consider an allegation against someone not directly employed by the school and where the usual disciplinary procedures don't fully apply, such as supply staff provided by an agency. The school may not decide to stop using the supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.

The Headteacher, in collaboration with the Trust Heads of HR, should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries, but the school will usually take the lead as the agency won't be able to collect the necessary information. The agency will be informed of the process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about the school's policies.

Allegations are reported by the DSL to the Local Authority Designated Officer (LADO) – see contact details on pages 2/3.

Low level concerns

This applies to concerns which **do not** meet the harm threshold, referred to as 'low-level' concerns. DCAT and Newick CE Primary School actively promotes an open and transparent culture in which **all** concerns about all adults (members of staff, governors, supply teachers, volunteers and contractors) working in or on behalf of the school are dealt with promptly and appropriately. This should enable early identification of inappropriate, problematic or concerning behaviour, minimise the risk of abuse, and ensure that adults working at Newick CE Primary School are clear about professional boundaries and act within these boundaries, and in accordance with the DCAT ethos and values set out at the start of this policy.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

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

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

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

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Staff should remember that sharing a concern may mean that early identification of any issues can lead to support for this colleague and the prevention of more serious incidents.

DCAT and Newick CE Primary School will ensure that:

- staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others

- staff feel able to share any low-level safeguarding concerns – from September 2025 this will include using Confide, additional My Concern Low Level Concerns log in to record any concerns.
- any unprofessional behaviour is addressed at an early stage
- support is provided to the individual an early stage
- any concerns will be handled sensitively and proportionately.
- records will be regularly reviewed to identify any concerning patterns of behaviour. Where a pattern of such behaviour is identified the DCAT Managing Allegations Safeguarding Procedure will be followed and
- any identified weakness in the school's safeguarding systems will be addressed.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, it is accepted that some adults do pose a serious risk to children's welfare and safety and that schools must act on every allegation made.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. The school will follow the procedures set out in the DCAT HR Handbook.

Non recent allegations

Where an adult makes an allegation that they were abused as a child, the individual should be advised to report the allegation to the police.

Non-recent allegations made by a child should be reported to the LADO in line with the Local Authority's procedures for dealing with non-recent allegations. The LADO will coordinate with Local Authority child social care and the police. Abuse can be reported no matter how long ago it happened. The Trust Head of HR must also be informed if such an allegation is made, as per the flowchart in appendix E.

Duty to refer to the Disclosure and Barring Service

If the outcome of an investigation is the evidence supports the allegation, the DCAT Head of Safeguarding will meet the legal requirement to make the necessary referral to the DBS. The DBS will consider whether to bar the person. The referral will be made as soon as possible when an individual is removed from regulated activity. This could include when an individual is suspended, redeployed to work that is not regulated activity, dismissed or when they have resigned.

Duty to consider referral to the Teaching Regulation Agency

If the school, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the DCAT Head of Safeguarding **will** consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if there is a case to answer, **must** then decide whether to make a prohibition order in respect of the person.

35. Raising concerns about safeguarding practices & whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team, Local Governing Body and DCAT Centre Team. Information on raising concerns can be found in the DCAT Whistleblowing policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: Advice on Whistleblowing
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 or email: help@nspcc.org.uk.

36. Curriculum opportunities to teach safeguarding

New DFE Relationships and Sex Education guidance was published in July 2025, this is not statutory until September 2026 but can be taught in the academic year 2025-2026. Our RSE policy was updated to reflect this.

At DCAT and Newick CE Primary School we recognise that as a school we play an essential role in helping children to understand and identify what is appropriate child and adult behaviour. We want pupils to recognise when they and others close to them are not safe and how to seek advice and support when they are concerned. We view this as an essential part of preventative education.

In line with statutory requirements, Newick CE Primary School has in place numerous opportunities to teach pupils about safeguarding and how to keep themselves safe when they are out and about and when online. These are viewed as an essential part of the school's curriculum and opportunities include:

- Relationships education, and relationships and sex education (RSE) lessons
- online safety teaching
- personal, social and health education (PSHE) lessons
- spiritual, moral, cultural and social (SMSC) education

- the assembly and tutor programmes
- special events *(see note below on suitability vetting/checking)*
- visiting speakers *(see note below on suitability vetting/checking)*.

Our curriculum provides age-appropriate opportunities for pupils to increase their self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making. This all aims to prepare pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. To underpin this Newick CE Primary School adopts the following approaches:

- an RSHE policy sets out the school's approach to its content, delivery and assessment in line with the statutory guidance
- following the DfE guidelines for teaching online safety in schools and sets this out in relevant policies
- takes account of the school's context to ensure that pupils are age-appropriately taught about potential risks, self-assessment of risk and how to mitigate risks
- bases SMSC education on the strong faith foundations and ethos of DCAT
- recognises that one size does not fit all and takes a tailored approach for more vulnerable children, victims of abuse and some SEND children, so they will learn how to assess risk and adopt safe practices
- provides pupils with information to assist their transition into the next stage of their education.

Overall, our approach is designed to support and encourage pupils to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

The school will consider the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

37. Online safety

School approach to online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, KCSIE categories this into four areas of risk:

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

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If staff feel pupils, students or staff are at risk, it should be reported to the Anti-Phishing Working Group (https://apwg.org/) and to the DSL.

It is recognised by Newick CE Primary School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our whole school approach to online safety is set out in detail in our online safety policy and threaded through other school policies, including those for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff. This includes DDSLs and the Computing Lead.

Newick CE Primary School takes a whole school approach to online safety. In addition to the overarching online safety policy, online safety is reflected in all relevant policies and across the curriculum.

Newick CE Primary School uses a wide range of technology. This includes computers, laptops, tablets, Chromebooks, the internet, our learning platform, intranet, email systems, messaging systems and other digital devices and systems. All school owned devices and systems will be used in accordance with our acceptable use policies and with school's appropriate safety and security measures in place. All devices owned by staff, pupils and visitors will also be used in accordance with our acceptable use policies and the appropriate safety and security measures.

Newick CE Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2025 and EYFS 2025 Newick CE Primary School has appropriate policies in place that are shared and understood by all members of the community.

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour. Internal sanctions and/or support will be implemented as appropriate and/or concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures, when necessary.

Online safety learning

Newick CE Primary School has developed a comprehensive whole school online safety curriculum to enable pupils of all ages to learn about and manage online risks effectively as part of the overall broad and balanced curriculum.

Newick CE Primary School will provide parents/carers with information on a regular basis to help them keep their children safe when they are online out of school. This includes Wake Up Wednesdays newsletters, online safety workshops and regular online safety features in the Newsletter.

Newick CE Primary School will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach. This will include, amongst other things, an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Newick CE Primary School will annually review our online safety strategies and systems using the SWGfL 360°audit tool, as required by DCAT.

Filtering and monitoring

To safeguard our pupils and provide a safe learning environment for all, Newick CE Primary School will ensure it meets the DfE standards for filtering and monitoring. As part of our work to meet these standards we will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- consider the number of and age range of our children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
- be informed in part, by the risk assessment required by the Prevent Duty
- ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs and reviewed at least annually
- supervise pupils' use of the internet, according to their age and ability
- direct pupils to use age-appropriate online resources and tools
- review our filtering and monitoring provision, at least annually using the DfE's 'plan technology for your school service' to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Generative artificial intelligence

Newick CE Primary School will make use of the DfE Generative AI: product safety expectations to support schools to use generative artificial intelligence safely. This includes

ensuring that filtering and monitoring requirements apply to the use of generative AI in education.

Staff will be trained in the school approach to generative artificial intelligence and how to use it effectively and safely when carrying out their duties and responsibilities.

Information security and access management

Newick CE Primary School and DCAT take responsibility for ensuring the appropriate levels of security protection procedures are in place in order to safeguard the school's systems, staff and learners. These procedures are periodically reviewed to ensure the effectiveness of these procedures to keep up with evolving cyber-crime technologies.

Newick CE Primary School and DCAT will take appropriate action to meet the cyber security standards for schools and colleges to help improve resilience against cyber-attacks.

DCAT trustees and local governing board members also make use of guidance for considerations on cyber security from the National Cyber Security Centre – NCSC, which provides practical resources to help schools improve their cyber security.

38. Remote education

Newick CE Primary School has a policy for remote education, which includes the arrangements for the safeguarding of children while they are learning from home, for example, pupils who are too unwell to attend school or undergoing hospital treatments. The school will maintain regular contact with parents and carers. Any communications will be used to reinforce the importance of children being safe online. This includes:

- providing information to parents and carers to help them understand what systems the school has in place to filter and monitor online use
- informing parents and carers of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

If a pupil fails to log on when expected to, the DSL or other member of staff will make contact with parents/carers to check on the safety and wellbeing of the pupil, and may make a home visit.

39. Alternative provision

From time-to-time Newick CE Primary School places a pupil with an alternative provision provider. The school recognises that it continues to be responsible for the safeguarding of that pupil. No placement will be made without the school verifying, by a member of school staff visiting the provision, that the provider meets the needs of the pupils and that that there are robust safeguarding procedures in place that fully meet the requirements of KCSIE.

Newick CE Primary School will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment - those checks that the school would otherwise perform in respect of its

own staff. These checks are regularly reviewed, at least twice a year, to take account of staffing changes and that systems of safer recruitment procedures are being sustained in line with the requirements of KCSIE part 3.

Newick CE Primary School has in place policy and protocols on the use of alternative provision, and how the safeguarding of these pupils will be ensured.

Newick CE Primary School will ensure that any pupils placed in alternative provision follow the school's RE/RSE and online safety curriculum so that no sessions are missed and the pupil can easily reintegrate back into these important lessons.

40. Elective home education

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, Newick CE Primary School will work with the Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Newick CE Primary School is aware that some children home education may not provide them with a suitable education and that they are less visible to the services that are three to keep them safe. Newick CE Primary School aim to diss this with any parents expressing an intention to remove their child from the school.

41. Use of school premises

Newick CE Primary School facilities/premises are hired or rented out to organisations or individuals (for example to community groups, sports associations, and service providers to run community activities, after school clubs, extra-curricular activities and tuition). Newick CE Primary School will seek assurance and verification that the organisations or individuals concerned have appropriate safeguarding and child protection policies and procedures in place in line with DfE guidance Keeping children safe during community activities, after school clubs and tuition.

Newick CE Primary School will also ensure that there are arrangements in place to liaise with the school on any safeguarding concerns. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Newick CE Primary School ensures that each hirer has appropriate arrangements in place to keep children safe in line with KCSIE 2023. This forms part of the terms of hire agreement between the school and organisation.

If a concern is raised about an adult working for any of the organisations or an individual using the school's premises, the school will follow its procedures for dealing with allegations against staff, this includes informing the LADO.

Any services or activities provided by the Local Governing Body and under the direct supervision or management of their school, the school arrangements for child protection will apply.

42. Children staying with host families

Newick CE Primary School may make arrangements for pupils to be provided with care and accommodation by a host family to whom they are not related, for example as part of a foreign exchange visit or sports tour. In such circumstances, we will consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay in line with guidance set out in KCSIE Annex E.

43. Private fostering

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. If such arrangements come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children, we will notify the appropriate Local Authority to allow officers to check the arrangement is suitable and safe for the child.

Newick CE Primary School will follow the guidance set out in Championing kinship care: national kinship care strategy working with the Virtual School heads to support any children in kinship care arrangements and to promote their achievement.

44. Site security and visitor arrangements

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

On arrival visitors, volunteers and governors are expected to go to Newick CE Primary School reception area and report to the duty staff. Visitors and volunteers will be expected to sign in using the online visitor log.. Appropriate checks, including photo ID, will then be undertaken in respect of visitors and volunteers coming into Newick CE Primary School to verify their identity, DBS status (if appropriate) and purpose of visit.

All visitors to the school must wear a lanyard. If the lanyard is coloured green or Staff blacl this shows they have current and clear DBS check. If the lanyard is coloured red this signifies no DBS check. The Headteacher/principal will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted. All visitors, volunteers and governors are required to display a visitor's badge whilst on site.

Once the appropriate suitability checks have been undertaken, members of the Local Governing Body will be issued with school/academy badges to show and wear when they

visit the school. DCAT Centre team members and Trustees, all of whom will have been checked for their suitability to work in schools, will be required to show and wear their DCAT identity badges when they visit Newick CE Primary School .

All visitors and volunteers will be provided with information in the form of information of the iPad outlining the school's safeguarding and child protection arrangements. All visitors and volunteers are expected to follow these school arrangements and sign out via the office

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

45. Complaints

The DCAT Complaints policy and procedures is published on the DCAT and school website. Any member of staff, pupil, parents/carers and visitors who wish to report concerns is required to follow this policy. All reported concerns will be taken seriously and considered following the published procedures.

Anything that constitutes an allegation against a member of staff, supply staff, contractors, governor, volunteer or any other adult will be dealt with under the specific procedures for Managing allegations against staff – these are referred to in section 34 of this policy and set out in detail in the DCAT HR and Employee Handbooks.

46. Safeguarding monitoring arrangements

Newick CE Primary School takes a proactive approach to monitoring safeguarding arrangements in place to ensure they are effective. The DSL and Headteacher will provide regular reporting on child protection and safeguarding to the Local Governing Body. These reports will not include details of individual children's situations or identifying features of families as part of their oversight responsibility.

The Local Governing Body of Newick CE Primary School has adopted varied approaches to the monitoring of the school's safeguarding arrangements, these include:

- regular meetings with the DSL and other key staff
- visits to school
- ascertaining the views of staff, pupils and parents through formal and informal discussions and/or surveys
- use of an audit tool
- asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life,
- Checks of the Single Central Register 3 times year
- review of school data
- peer review
- use of an external consultant and audit.

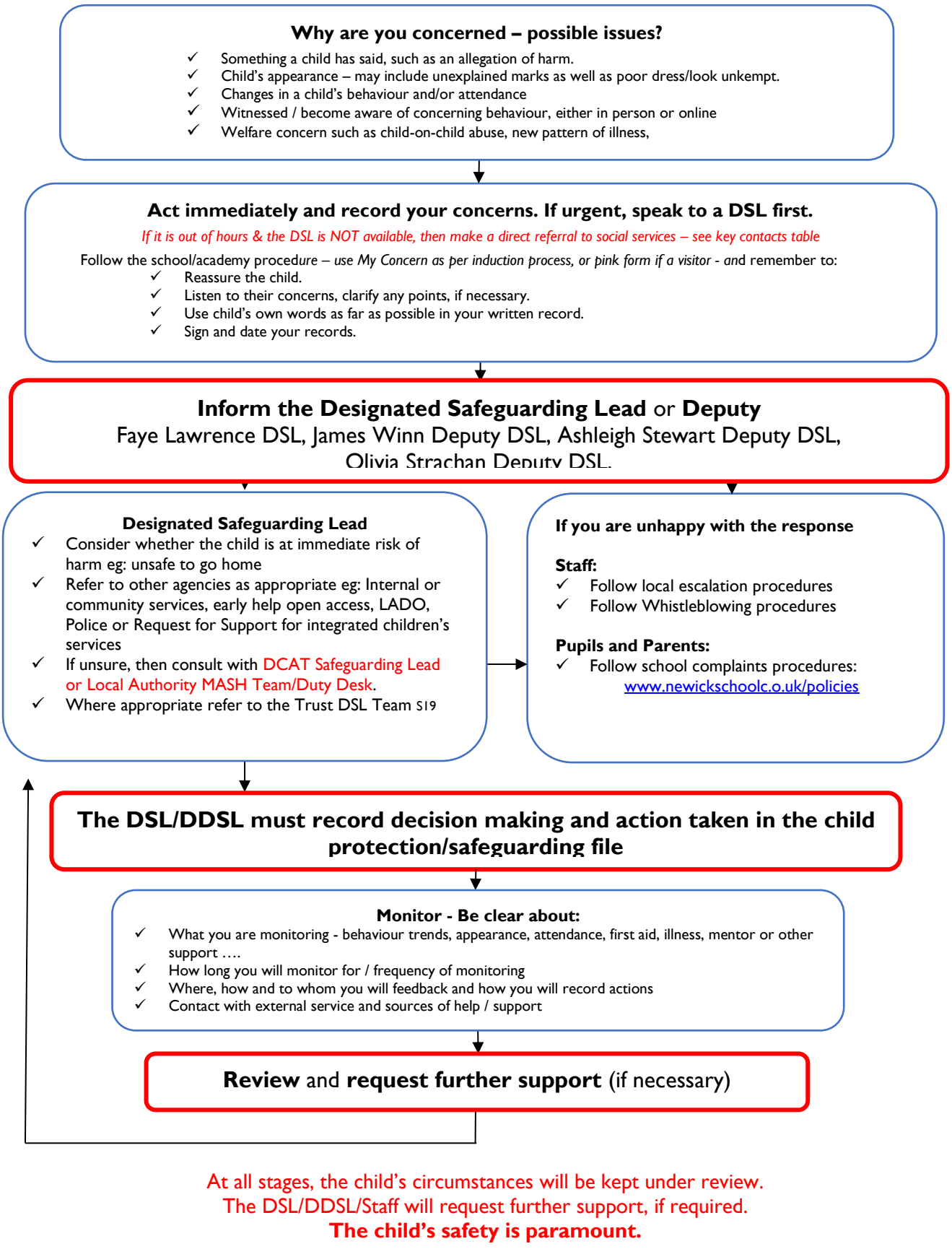
Representatives of DCAT will also make regular visits and review school documentation to ensure that safeguarding arrangements are effective.

47. Review period

This policy will be reviewed at least annually. It will be revised earlier following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. All staff will be informed of any changes made.

Reviewed September 2025

Appendix A – What to do of a member of staff has a safeguarding concern about a child



At all stages, the child's circumstances will be kept under review.
The DSL/DDSL/Staff will request further support, if required.
The child's safety is paramount.

Appendix B - Categories of Abuse

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. *(KCSIE 2025 Paragraph 24)*

Physical abuse	**Signs that MAY INDICATE physical abuse**
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	• Bruises and abrasions around the face • Damage or injury around the mouth • Bi-lateral injuries such as two bruised eyes • Bruising to soft area of the face such as the cheeks • Fingertip bruising to the front or back of torso • Bite marks • Burns or scalds (unusual patterns and spread of injuries) • Deep contact burns such as cigarette burns • Injuries suggesting beatings (strap marks, welts) • Covering arms and legs even when hot • Aggressive behaviour or severe temper outbursts. • Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.
Emotional abuse	**Signs that MAY INDICATE emotional abuse**
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level	• Over reaction to mistakes • Lack of self-confidence/esteem • Sudden speech disorders • Self-harming • Eating Disorders • Extremes of passivity and/or aggression • Compulsive stealing • Drug, alcohol, solvent abuse • Fear of parents being contacted • Unwillingness or inability to play • Excessive need for approval, attention and affection

of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.	
Sexual abuse	**Signs that MAY INDICATE Sexual Abuse**
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.	• Sudden changes in behaviour and performance • Displays of affection which are sexual and age inappropriate • Self-harm, self-mutilation or attempts at suicide • Alluding to secrets which they cannot reveal • Tendency to cling or need constant reassurance • Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby • Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger • Unexplained gifts or money • Depression and withdrawal • Fear of undressing for PE • Sexually transmitted disease • Fire setting
Neglect:	**Signs that MAY INDICATE neglect**
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	• Constant hunger • Poor personal hygiene • Constant tiredness • Inadequate clothing • Frequent lateness or non-attendance • Untreated medical problems • Poor relationship with peers • Compulsive stealing and scavenging • Rocking, hair twisting and thumb sucking • Running away • Loss of weight or being constantly underweight • Low self esteem

Appendix C - Specific safeguarding issues

Text taken from KCSIE 2025 Annex B

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

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

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

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

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and

- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

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

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

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

Further information on signs of a child's involvement in sexual exploitation is available in

Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

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

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

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, socalled 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and

psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: here.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England.[1] has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

[1] Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation[2] is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism[3] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due

[2] As defined in the Government's Prevent Duty Guidance for England and Wales.
[3] As defined in the Terrorism Act 2000 (TACT 2000)
http://www.legislation.gov.uk/ukpga/2000/11/contents

regard[4] to the need to prevent people from becoming terrorists or supporting terrorism".[5] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance and Channel training from the Home Office.

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

[4] Counter-Terrorism and Security Act 2015 (legislation.gov.uk)

[5] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

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

London Grid for Learning has also produced useful resources on Prevent (Online Safety Resource Centre - London Grid for Learning (lgfl.net).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries

- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

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

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Police, Crime, Sentencing and Courts Act 2022 introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

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

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[6] that requires a different approach (see below).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[7] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases

[6] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

[7] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

(i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Appendix D - Sources of support and advice

Links to sources of advice and support for school staff, volunteers, governors and parents/carers. Additional links can be found throughout KCSIE 2025, including in Annex B (specific issues) pages 163-170.

Contextual Safeguarding

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to concerns of child sexual abuse and abusive behaviours: Home | CSA Centre
- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Kidscape: Help With Bullying (kidscape.org.uk)
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- National bullying helpline: Information and advice about all forms of bullying (nationalbullyinghelpline.co.uk)
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Preventing Child Sexual Exploitation: Preventing Child Sexual Exploitation | The Children's Society
- Rape Crisis: https://rapecrisis.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Victim Support: www.victimsupport.org.uk
- Action4Youth (programme designed to support vulnerable young people) The Breakout Programme | An Action4Youth Initiative
- Ben Kinsella trust: The Ben Kinsella Trust | Knife Crime Prevention Charity
- Live Safe: Knife crime advice & support | LiveSafe

Advice and information for leaders and staff

- DfE: The online tool Report child abuse to a local council - GOV.UK (www.gov.uk) Council directs to the relevant local children's social care contact number:
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Farrer & Co: Education lawyers | Education Law Firms | Farrer & Co
- Judicium Education: About Us | Judicium Education
- NSPCC: Safeguarding children and child protection | NSPCC Learning
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- What to do if you're worried a child is being abused – DfE advice

Support for pupils

- Brook: www.brook.org.uk
- ChildLine: www.childline.org.uk
- Fearless: www.fearless.org
- Kooth: Home - Kooth
- Papyrus: www.papyrus-uk.org

- Shout: www.giveusashout.org

Advice and support for parents/carers and staff

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Shout: www.giveusashout.org

Online Safety for staff, parents and pupils

- Action Fraud: www.actionfraud.police.uk
- CEOP: www.ceop.police.uk
- Childnet: www.childnet.com
- DfE '*Teaching online safety in school'* guidance**.** Teaching online safety in schools
- Get safe Online: www.getsafeonline.org
- Internet Matters: www.internetmatters.org
- Internet Watch Foundation (IWF): www.iwf.org.uk
- London Grid for Learning (LGfL): Home Page - London Grid for Learning (lgfl.net)
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- National Association for Education Technology: Home | NAACE
- NSPCC: Social media and online safety | NSPCC Learning
- Report Harmful Content: https://reportharmfulcontent.com
- South West Grid for Learning (SWGfL): Online Safety for Schools | SWGfL
- Stop it Now!: www.stopitnow.org.uk
- Think U Know: CEOP Education
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a Connected World - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Child Internet Safety (UKCCIS)
- UK Safer Internet Centre: www.saferinternet.org.uk

Support and advice for SEND

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Kids: Kids Charity | Supporting Disabled Children and Young People

Personal, social and health education and Relationships and sex education

- DfE: Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- DfE: Plan your relationships, sex and health curriculum - GOV.UK (www.gov.uk)
- DfE: Engaging parents with relationships education policy - GOV.UK (www.gov.uk)
- PSHE Association: Home | www.pshe-association.org.uk
- School Zone (curriculum-linked, PSHE Association-accredited resources and inspiration for teachers): Overview | PHE School Zone
- Oak Academy teaching resources: Oak National Academy

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM

- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Forced marriage resource pack: Forced marriage resource pack
- Mandatory reporting of female genital mutilation: procedural information: Mandatory-reporting-of-female-genital-mutilation-procedural-information

Mental Health

- Anna Freud (Mentally Healthy Schools - mental health resources, information & advice for schools): Home : Mentally Healthy Schools
- Charlie Waller Trust, mental health support and advice: https://charliewaller.org/
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Self-harm guidance for school staff (Royal College of Psychiatrists): young-people-who-self-harm-a-guide-for-school-staff.pdf
- Young Minds: www.youngminds.org.uk

Radicalisation and hate

- Act Early report line: Contact | ACT Early
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Appendix E - Additional guidance for schools

A. Allegations of abuse made against staff

Section one: Allegations that may meet the harms threshold (Paras 358-426)

- This guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:
  - behaved in a way that has harmed a child, or may have harmed a child and/or;
  - possibly committed a criminal offence against or related to a child and/or;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children. Para 359

  Note: The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk. Para 360
- An appropriate assessment of transferable risk to children with whom the person works will be undertaken and advice sought from the local authority designated officer (LADO). Para 361 and 373-376
- Statement about who to report allegations too. EG: the headteacher, if it concerns a member of staff or jf the allegation concerns the headteacher, the report should be made to the Chair of Governors. Para 362
- A "case manager" will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor. Para 362
- The policy should cover the following aspects:
  - The initial response to an allegation Para 363-371
  - No further action Para 372
  - Further enquiries Para 373-376
  - Supply teachers and all contracted staff Para 377-380
  - Organisations using the school premises Para 381
  - Governors Para 382
  - Suspension Para 383-390
  - Supporting those involved - Duty of care Para 391-393
  - Confidentiality and Information sharing Para 394-402
  - Allegation outcomes [Substantiated Malicious False Unsubstantiated or Unfounded]. This includes duty to refer to TRA and, where required, to the DBS Para 403-407
  - Following a criminal investigation or a prosecution Para 408-409
  - Unsubstantiated, unfounded, false or malicious allegations. This must cover an allegation that is shown to be deliberately invented or malicious, and how the school will consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy (often known as Code of Conduct) Para 410-411
  - Returning to work Para 414

- Managing the situation and exit arrangements Resignations and 'settlement agreements' Para 413-418
- Record keeping Para 419-422
- References Para 423
- Learning lessons Para 424-425
- Non recent allegations Para 426

Section Two: Concerns that do not meet the harm threshold

Policy statement:

- this covers process to manage and record any such concerns and take appropriate action to safeguard children for dealing with concerns (including allegations) which do not meet the harm threshold set out in section 1 Para 427-449
- concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. Para 432
- The policy should cover the following aspects:
  - Low level concerns, including note on creating a culture in which all concerns about adults are shared responsibility and with the right person, recorded and dealt with appropriately Para 428-429
  - What is a low-level concern? Include some examples of low level concerns in the policy and likely sources, eg a child, parent or other adult within the school Para 430-433
  - Staff code of conduct and safeguarding policies Para 434-436
  - Sharing low-level concerns, should note that headteacher is ultimate decision maker, may consult with DSL. Must also include a note that low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. Para 437-440
  - Recording low-level concerns Para 441-444
  - References Para 445
  - Responding to low-level concerns Para 446-449

B. Online safety

Schools are expected to meet:

- the cyber security standards
  https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges
  the filtering and monitoring standards
  https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

- Online safety policy that also cover use of mobile and smart technologies; described through the school's approach which takes account of the 4Cs (conduct, content, communication and commerce) Para 134-137. Coverage should also include all areas of online abuse including:
  - child-on-child abuse, including cyberbullying Para 30-33, 156-157
  - Sexual harassment including non-consensual sharing of nudes and semi-nudes and/or videos and how these can put children at risk Paras 24, 29-33, 43-45, Part 5
  - social media use Para 39, 98 and Part 5
  - sharing nudes and semi-nudes Para 33, 157
  - dealing with cybercrime Annex B Page 152
  - county lines Annex B Page 150
  - Preventing radicalisation Annex B page 156
- Online safety is a thread across all policies and procedures Para 136
- Staff awareness that abuse can take place online Para 14, 21, 24, 26, 29, 32, 35 and 134
- Training for staff in online safety – this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction and annually updated– see para 141 for further information) Para 79, 123-127 and 134
- Opportunities to teach children about online safety Para 128 this includes duties of GB, RSE, use of DfE advice 'Teaching online safety in schools' (updated spring 2023) and increased risk for some SEND children Para 129-130
- Remote learning and safe approaches Para 138-139
- Overblocking Para 133
- Filtering and monitoring on school devices and school networks. This should include reference to cyber security and use of generative AI, and how the school reviews and checks filtering and monitoring systems and cyber security measures are effective Para 140-147. NOTE link to digital standards and sources of advice in Para 143 and 144.
- Information security Para 144. NOTE reference to cyber security standards Para 144
- Reviewing online safety (annual requirement - use of review tools) Para 145-147
- Information and support Para 148

C. Child-on-child abuse

Types of child-on-child abuse listed in KCSIE (para 33):•

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtaining sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Policy should be divided into four sections:

1) Introduction, policy aims and the different forms child-on-child abuse can take – see list below (Para 156-157)

   and make clear that

   The school will respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. Part 5 (Para 471-486) & Para 30 & Annex A paras 13-14

2) Dealing with child-on-child abuse (bullying) that is not classed as sexual violence and sexual harassment Para 30 and 156-157 (Part 2)
3) Dealing with incidents of child-on-child sexual violence and sexual harassment Part 5
4) The school's approach to preventing child-on-child abuse and teaching about safeguarding – the anti-bullying strategy Para 156-157 (Part 2) and 458 (Part 5)

KCSIE 2025 (Para 157) states a policy should include:

- procedures to minimise the risk of child-on-child abuse
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- how allegations of child-on-child abuse will be recorded, investigated and dealt with

- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously
- The different forms bullying can take:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting) and school approach (refer to DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings. Schools should also have in place policy and/or protocol for dealing with inappropriate images on a phone or device and the school approach to searching and reporting. Useful sources of advice of this are: Managing Sexting Incidents | SWGfL and Overview_of_Sexting_Guidance.pdf (publishing.service.gov.uk)
  - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  - upskirting (which is a criminal offence)
  - initiation/hazing type violence and rituals.

Section One – aims of policy

- reminder to staff that 'it can happen here' Para 30, 450, 456, 487
- reminder it can happen inside and outside school and online Para 451-453 and 470
- importance of acknowledging and understanding scale of harassment and abuse, reference to term harmful sexual behaviours and the impact on a child Para 456-459
- definitions of sexual violence Paras 455 and sexual harassment Para 456-459 and harmful sexual behaviour Para 459-462
- awareness that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react Para 19 and 471-474
- zero tolerance approach – never acceptable or tolerated Para 451
- all incidents will be taken seriously and dealt with and that children may find repritng such abuse stressful Para 452 and 454
- girls being more likely to be victim of sexual violence or sexual harassment Para 15 and 453, also recognition of increased risk for SEND pupils
- details of how all incidents of bullying will be recorded, analysed and reported to governors and senior leaders. This includes looking for patterns and trends and links to safeguarding.

Section Two – Non-sexual child-on-child abuse

- The school's current procedures for dealing with bullying that is non-sexualised. In the main this covers:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

Section Three – child-on-child sexual violence and sexual harassment

- the designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and should be involved in the decision making on the initial response by the school. Important considerations will include: (Para 487)
  - the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
  - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
  - the ages of the children involved
  - the developmental stages of the children involved
  - any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
  - if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
  - that sexual violence and sexual harassment can take place within intimate
  - personal relationships between children
  - importance of understanding intra familial harms and any necessary support for siblings following incidents
  - are there ongoing risks to the victim, other children, adult students or school or college staff, and
  - other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- **response to a report of sexual violence and sexual harassment** Para 464-473
- **steps school will take** in response to a report Para 471-474
- **reassurance** for victims that they are taken seriously, regardless of time taken to come forward and that abuse can have occurred online or outside school, not creating a problem, reassured not the feel ashamed or that they will be criminalised Para 466
- **record keeping -** recording all discussions and decisions in writing Para 471-474
- the **management of reports**, two staff present, if online – not viewing images, not promising confidentiality, trauma/impact of reporting, listening, additional barriers of

reporting for some pupils, fact recording only, informing DSL as soon as possible Para 475-483

- **risk assessment** process, including involving social care Para 484-486
- **follow up actions** - what to consider, such as age of child, seriousness of incident, power imbalance … Para 487-489
- **four management options** Para 489-531 1) manage internally, 2) early help, 3) referral to children's social care and 4) reporting to Police 509-528 also managing the criminal process paras 529-531
- **unsubstantiated, unfounded, false and malicious reports -** review of records for patterns of concerning and problematic or inappropriate behaviour and if found false, consideration that the child and/or person who made allegation is in need of support and any disciplinary action Para 532-534
- **ongoing response** – safeguarding & supporting the victim Para 535-536
- **safeguarding & supporting** the alleged perpetrator(s) and children/YP who have displayed harmful sexual behaviour Para 545-547
- **discipline** and the alleged perpetrators Para 548-550
- **working with parents and carers** Para 551-556
- **safeguarding other children** Para 567-562