Safeguarding and Child Protection Policy

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Template Version	Date	Author	Changes
V1	September 2023	Amy Bills – Deputy CEO	Initial Issue
V2	July 2024	Amy Bills, Louise Beale, Leah Baddeley	Updated for changes to KCSIE
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The electronic version is the definitive version of this document.

Safeguarding and Child Protection Policy – All Saints Bedworth C of E Academy

From September 2026

Links to:		
Trust Policies	**Trust Guidance**	**Academy Policies**
• Staff Behaviour Policy (Code of Conduct) • Safer Recruitment and Employment Policy • Visitor and Visiting Speakers Policy • Whistleblowing Policy • Positive Handling/Restrictive Intervention	• Clubs and PTA Guidance • Hiring and Letting T&C • Premises booking form	• Behaviour Policy and/or Anti-Child on Child abuse and Bullying Policy • SEND policy • Acceptable Use Policy • E-safety &/or online safety Policy • Attendance Policy

Headteacher	Kerry O'Grady
Designated Safeguarding Lead (DSL)	Kerry O'Grady
Deputy DSL	Angela Greenway
Nominated Safeguarding Academy Governance Committee member	Dave Poultney
Chair of Governors	Karen Billingsley (acting)
Designated Teacher for Children in Care (and post CiC)	Maria Carbonell
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Date shared with all staff	2nd September 2026

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1. DEFINITIONS

1.1‘Safeguarding’ is defined in Keeping Children Safe in Education (2026) 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; and

• taking action to enable all children to have the best outcomes.

1.2 ‘Child Protection’ is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 ‘Child’ refers to everyone under the age of 18.

1.4 ‘Parent’ refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 ‘Staff’ or ‘members of staff’ refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.

1.6 Within this policy, we use the term ‘victim’, although it is recognised that not everyone subjected to abuse would consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of ‘perpetrator’ in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2. INTRODUCTION

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a **“shared”** responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of ‘it could happen here’ and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

• Promote safeguarding and child protection and to demonstrate the school’s commitment to keeping children safe;
•Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;

• Provide stakeholders with clear information relating to the school's safeguarding and child protection procedures;
• Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
• Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
• Ensure that children are protected from maltreatment or harm.

2.3 The school is committed to the following principles;

• All children have the right to be protected from harm.
• Children should feel safe and secure and cannot learn unless they do so.
• All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
• All staff take on a responsibility to promote children's welfare
• Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4. The safeguarding aims of the school, in line with Keeping Children Safe in Education (September 2026) are to;

• work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
• work with relevant services and agencies to ensure that children are protected from harm;
• provide a learning environment for children which is safe and secure;
• teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
• support children's mental health and wellbeing;
• ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
• train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
• have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
• recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQA+, Gender questioning, etc);
• maintain a robust recording system for any safeguarding or child protection information;
• ensure that everyone in the school understands the safeguarding procedures; and to
• regularly review policies and procedures to ensure that children are protected to the best of our ability.

This policy adheres to the following documents:

- Keeping Children Safe in Education (2026)
- Working together to Safeguard Children (2026)
- Children's and wellbeing and schools bill (2026)

We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2026).

2.8 See table at the front of this policy for linked policies**.**

2.9 Scope

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school including those working in the trust central team and those at all levels of trust governance. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education (2026). The school will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.

3 ROLES AND REPSONSIBILITIES

The Designated Safeguarding Lead (SLT member) is: Kerry O'Grady, Headteacher

The Deputy Designated Safeguarding Lead is: Angela Greenway, Inclusion Co-ordinator

Nominated Safeguarding Academy Governance Committee member: Dave Poultney

The Designated Teacher for Children in Care (and post CiC) is: Maria Carbonell, Senior leader

The overall statutory responsibility for ensuring that safeguarding is effective in this academy remains with the Headteacher and the Trust Board.

3.1 All Staff are Responsible for:

• Have a responsibility to provide a safe environment, where children can learn;
• Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
• Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
•Will be aware of indictors of child-on-child abuse and procedures to deal with this;
• All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
• Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in the school that support safeguarding and child protection;

• Will be provided annually with Part One of Keeping Children Safe in Education (September 2026) and will receive annual updated training on their safeguarding roles and responsibilities.
• Will receive regularly updated safeguarding and child protection training including online safety;
• Will receive safeguarding updates throughout the year as part of continuous professional development;
• Will be made aware of the early help assessment process and understand their role in it;
• Should be equipped to identify children who may benefit from targeted early help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy.
•May be required to support social workers and other agencies following a referral;
•Will be made aware of the process for making referrals to Children's Services (though the Children and families initial response team), understand statutory assessments and the role that they may be expected to play in such assessments;
• Should be prepared to make referrals to the Children and Families Initial response team if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
• Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
• Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
• All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.2 The Trust Board are Responsible for:

- Approving the trust's safeguarding approach
- Appointing a lead trustee for safeguarding
- Providing strong governance to ensure safeguarding is effective
- Monitoring the implementation of safeguarding via the Education and Ethos Committee (EEC)

3.3 The People Team are Responsible for:

- Ensuring the adherence to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required; and ensuring volunteers are appropriately supervised
- Ensuring that the single central record (SCR) for academies is up to date and that this is checked regularly including DBS checks in line with safer recruitment and share this with the Headteacher of each academy
- Ensuring that the SCR for the Trust Board and Central Team is kept up to date and that DBS checks are undertaken
- Ensuring that Safer Recruitment practices are consistent and robust across all academies, including online searches for preferred candidates
- Ensuring that any Trust Wide HR policies are compliant, reviewed when necessary, kept up to date and disseminated effectively

Useful links

https://www.gov.uk/guidance/check-a-teachers-record

https://www.gov.uk/government/collections/individuals-prohibited-from-managing-or-governing-schools

https://ico.org.uk/media2/migrated/1064/the_employment_practices_code.pdf

3.4 Academy Governance Committee Members and the Trust Leaders are Responsible for:

- Ensuring that we are compliant with all requirements in KCSIE
- Ensuring that there is an effective Child Protection and Safeguarding Policy in place together with a Staff Behaviour Policy (Code of Conduct), which are provided to all staff, and ensuring all staff are given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.
- Ensuring that policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that each Academy completes an annual audit which is used to inform future work of the Academy and Trust in respect of Safeguarding.
- Ensuring that we have a designated lead for child protection, and that they have access to appropriate training, which is updated every two years.

3.5 The Designated Safeguarding Lead is Responsible for:

• Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring and processes in place);

• Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026);

• Always be available during term time school hours for staff in the school to discuss safeguarding concerns. If they are not available, a deputy will be made available;
• Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
• Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
• be best placed to advise on the response to safeguarding concerns;
• Identify if children may benefit from Early support;
• Act as a point of contact with the safeguarding partners;
• Make referrals to Coventry's Children and families initial response service where children have been harmed or are at risk of significant harm;
• Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
• Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
• Refer cases to the police where a crime may have been committed1;
• Ensure all staff have read and understood Part one of Keeping Children Safe in Education (September 2026);
• Update their knowledge and skills regularly and keep up with any developments relevant to their role;

• Provide staff in school with the knowledge, skills and support required to safeguard children;
• Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
•Take responsibility for the transfer of safeguarding files when a child leaves the school;
• Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
• Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
• Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
• Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
• Promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child;
• Ensuring the school knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
• Regularly meet
with the safeguarding link governor and/or Chair of Governors to review safeguarding in the school; and
• Liaise with the headteacher regarding safeguarding cases and issues.
• Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
• Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2026).

3.6 The Role of the Headteacher

The headteacher will;

• Ensure that this policy is reviewed annually at minimum and ratified by the governing body;

• Ensure that this policy and associated procedures are adhered to by all staff;

• Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;

• Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;

• Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;

• Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;

• Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;

• Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)

• Promote a whole school approach to safeguarding;

• Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;

• Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;

• Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;

• Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;

• Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;

• Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and

• Ensure that children's Services (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2026).

3.7 Multi Agency working

The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2026) and local safeguarding arrangements.

The school will work with Children's Services the Police, Health services, Family Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

We work closely with our Family Hubs to ensure children receive appropriate, co-ordinated Family Help Assessments: Children and Family Centres & Best Start Family Hubs: Children and Family Centres - Warwickshire County Council

Warwickshire Safeguarding have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 TYPES OF ABUSE

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school/college, including the multi-faceted occurrence of factors causing emotional harm. In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.

4.2 The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.3 Types of abuse (Taken from Keeping Children Safe in Education, 2026)

Type of abuse	Information
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 another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of *the school/college* policy and procedures for dealing with this.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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.

Indicators can be found in Appendix A

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through Family Connect) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should always be available or appropriate cover arrangements in place, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child**;**

• 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 experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit

• has a mental health need;

• is a young carer;

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;

• is frequently missing/goes missing from care or from home;

• is a risk of modern slavery, trafficking, sexual or criminal exploitation;

• is misusing drugs or alcohol themselves;

• has a family member in prison, or is affected by parental offending;

• is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

• has returned home to their family from care;

• is showing early signs of abuse and/or neglect;

• is at risk of being radicalised or exploited;

• is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;

• is persistently absent from education, including persistent absences for part of the school day**.**

• is a privately fostered child.

4.7 The school recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the school believes that a child is at risk of or is the victim of;

• bullying, including cyberbullying, prejudice based and discriminatory
• child criminal exploitation and sexual exploitation including involvement in county lines);
• domestic abuse;
• emotional abuse;
• fabricated or induced illness;
• faith-based abuse;
• female genital mutilation;
• forced marriage;
• gangs or youth violence;
• gender-based violence;
• hate;

• mental health;
• neglect;
• peer on peer abuse;
• physical abuse;
• radicalisation;
• relationship abuse;
• serious violence and harassment;
• Harmful sexual behaviour
• sexual abuse;
• sexual violence or sexual harassment (including peer on peer abuse);
• sharing of consensual or non-consensual nude and semi-nude images/videos;
• So-called 'honour-based' abuse;
• trafficking and modern slavery.

See Appendix B Further safeguarding information

The school is also proactive in ensuring it addresses local contextual safeguarding issues'

Types of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. The abuse might be from an adult or adults, or another child or children.

Our most significant local safeguarding concerns are:

	Localised Safeguarding Concerns	Our strategic academy response – what we do to prevent or reduce harm and respond to harm if it occurs.
1	Anti-social behaviour / local gang culture *Some pupils live in communities where anti-social behaviour and negative peer influences may be present. As children move towards adolescence, there is a potential risk of involvement in harmful peer groups, child criminal exploitation or exposure to criminal activity.*	• High-quality PSHE curriculum which promotes positive decision-making, personal safety and healthy relationships. • Collective and class worship exploring personal responsibility, respect and positive citizenship. • After-school clubs which provide safe and constructive opportunities for pupils. • Strong transition arrangements with local secondary schools. • Liaison with community policing teams and local safeguarding partners. • Promotion of positive role models and aspiration-raising opportunities. • Early identification of vulnerable pupils through pastoral and safeguarding systems. • Individual support and intervention for pupils identified as being at greater risk. • Staff training relating to child criminal exploitation, county lines and contextual safeguarding.

		• Effective referral processes to Early Help and Children's Services when appropriate.
2	High proportion of low income families *The school serves an area of significant deprivation, with a high proportion of families experiencing financial hardship. Such circumstances may increase vulnerability to poor attendance, neglect, mental health difficulties, food insecurity and reduced access to enrichment opportunities.*	• Comprehensive Pupil Premium strategy to remove barriers to learning. • Provision of free or subsidised school uniform where appropriate. • Access to pre-loved uniform for families. • Financial support towards trips, visits and enrichment activities. • Breakfast provision and support with access to food. • Strong partnership working with Life Church and local Food Bank services. • Liaison with the Family Information Service and Children's Centre. • Family support and signposting to relevant services. • Support with accessing benefits, housing and community resources. • Early Help assessments where additional support is required. • Close monitoring of vulnerable children and families. • Work to ensure the cost of school participation is minimised wherever possible.
3	Persistent absence & reduced school engagement *Attendance remains a significant safeguarding priority. Pupils who are persistently absent may become increasingly vulnerable to abuse, neglect, exploitation, poor mental health and reduced educational outcomes.*	• Robust Attendance Policy and procedures. • Daily attendance monitoring and first-day response systems. • Close partnership with Warwickshire Attendance and Children Missing Education services. • Attendance incentives and celebrations. • Regular communication with parents regarding attendance expectations. • Early identification of attendance concerns. • Attendance support plans for identified families. • Home visits where appropriate. • Early Help referrals where attendance concerns indicate wider family need. • Support for pupils experiencing emotional barriers to attendance. • Monitoring of attendance patterns for vulnerable groups, including disadvantaged pupils and pupils with SEND.

		• Safeguarding oversight of all persistent and severe absence cases.
4	Pupils having access to social media / inappropriate online content via mobile phones / tablets. Lack of parent/carer understanding of how to monitor this *Many pupils have access to smartphones, tablets, gaming platforms and social media. There is an increasing risk of exposure to inappropriate content, cyberbullying, online exploitation, harmful online challenges, misinformation and age-inappropriate material. Some parents may require support to understand and monitor online activity effectively.*	• Online Safety Policy and Acceptable Use Agreements. • Planned online safety curriculum through Project Evolve. • Age-appropriate teaching about social media, gaming and online behaviour. • Collective and class worship addressing online responsibility and wellbeing. • Filtering and monitoring systems that meet statutory requirements. • Clear procedures for reporting online safety concerns. • Regular staff safeguarding updates relating to emerging online risks. • Information sharing with parents through newsletters, workshops, the website and curriculum information. • Education for parents on parental controls and online monitoring. • Teaching pupils about online grooming, cyberbullying and digital footprints. • Smart phone ban within school from October 2026. • Monitoring emerging risks relating to artificial intelligence and new technologies. • Strong links between online safety education and safeguarding provision.
	Limited Exposure to Diversity and Protected Characteristics *The school community is predominantly White British. Limited exposure to diverse cultures, faiths, identities and experiences may increase the risk of stereotyping, prejudice, discriminatory language and feelings of isolation amongst minority groups.*	• Inclusive curriculum reflecting a broad range of cultures, backgrounds and experiences. • Diverse texts, stories and authors across the curriculum. • Educational visits which broaden pupils' experiences beyond the local area. • Visitors from a range of communities, professions and backgrounds. • High-quality Religious Education curriculum. • PSHE curriculum, including the No Outsiders programme. • Collective and class worship celebrating diversity, equality and respect. • Promotion of British Values and protected characteristics.

		• Positive Behaviour and Anti-Bullying Policy. • Prompt response to any incidents of prejudice-based bullying or discriminatory language. • Pupil leadership opportunities promoting inclusion and belonging. • Active promotion of respect, tolerance and community cohesion.
	Mental Health and Emotional Wellbeing *Some pupils and families experience social, emotional and mental health challenges, which can be exacerbated by poverty, family difficulties, low self-esteem, anxiety and adverse childhood experiences.*	• Whole-school approach to mental health and wellbeing. • Early identification of emotional wellbeing concerns. • Pastoral support and intervention programmes. • Access to emotional literacy and nurture-based support. • Strong relationships between pupils and trusted adults. • Staff training on mental health awareness. • Signposting and referral to external agencies where appropriate. • Support for parents and carers in accessing specialist services. • Curriculum opportunities promoting resilience, emotional regulation and positive mental health.
	Domestic Abuse and Family Conflict *Domestic abuse and family conflict can have a significant impact on children's emotional wellbeing, development and safety.*	• Participation in Operation Encompass. • Staff training to identify indicators of domestic abuse. • Rapid safeguarding response where concerns are identified. • Early Help support for affected families. • Strong multi-agency working. • Emotional support for children experiencing family difficulties. • Appropriate referrals to Children's Services and specialist agencies where necessary.
	Additional Vulnerabilities for Pupils with SEND *Approximately 30% of pupils at All Saints have identified special educational needs and/or disabilities. Some pupils with SEND may experience increased*	• Safeguarding procedures adapted where necessary to meet individual needs. • Close collaboration between safeguarding and SEND leaders. • Use of communication aids and appropriate support strategies. • Regular review of vulnerable pupils.

	vulnerability due to communication difficulties, social understanding, dependence upon adults or challenges in recognising risk.	• Adapted PSHE and online safety learning where required. • Enhanced transition arrangements. • Staff training on safeguarding children with SEND. • Promotion of pupil voice and self-advocacy.

4.8 The school will also take action to protect;

• Children missing education;

• Children missing from home or care.

There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education (2026) to support children and families in the following circumstances;

• Children facing the court procedures and/or children in the court system;

• Children with family members in prison;

• Children who are homeless;

• Children who need,

or have a social worker.

4.9 Children potentially at greater risk of harm

The school recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage**.**

The Designated Safeguarding Lead will hold information relating to social workers working with children in the school. This information will be held on CPOMS.

This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children who are absent from Education

- Notifying the Children's Social Care department if there are concerns over unexplained absences of a pupil following the Child who are absent from education statutory guidance and local procedure:
    - The school will make an immediate referral to Warwickshire County Council's Children Missing Education Team on 01926 736323 or via email cme@warwickshire.gov.uk
    - Visit www.warwickshire.gov.uk/childrenmissingeducation for information or to access the referral form

- Ensure that pupils who attend multiple settings or part time are kept safe when they are not on site for the whole school day, including by making checks that any alternative provision is a suitable and safe placement. (See appendix 2).

4. Elective Home Education

The school recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

Since 2016, The school has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside. The school to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

• Talking about wanting to die, feeling hopeless or having no reason to live.

• Expressing feelings of being trapped, worthless, isolated or a burden to others.

• Self-harming behaviours or evidence of self-injury.

• Significant changes in mood, behaviour, attendance, engagement or academic performance.

• Withdrawal from friends, family or activities previously enjoyed.

• Increased risk-taking or reckless behaviour.

• Changes in sleeping or eating patterns.

• Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.

• Persistent low mood, anxiety, distress or emotional dysregulation.

• Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures (insert procedures for your school here, including routes for escalation, referral and accountability).

Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

Where the school has a Mental Health First Aider and/or a designated member of staff responsible for promoting mental health and emotional wellbeing, details of their role and responsibilities are outlined here. Their role is not to diagnose mental health conditions but to provide support, signpost services and contribute to the school's early help and safeguarding processes.

Mental Health First Aiders:

- Kerry O'Grady, Headteacher
- Angela Greenway, Inclusion Co-ordinator

Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026

Warwickshire- https://www.safeguardingwarwickshire.co.uk/

4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children

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

In line with updated Keeping Children Safe In Education (2026) guidance, it is important to consider the Cass review, which highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with 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.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When

parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should 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. Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

Requests relating to social transition should be considered carefully and, on a case, -by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers

The school recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing.

Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

4.15 Children with Special Educational Needs and Disabilities (SEND) and Medical Needs

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

• communication difficulties that affect a child's ability to report concerns or seek help;

• increased vulnerability to bullying, peer isolation and exploitation;

• greater dependence on adults for care and support;

• the need for intimate or personal care;

• difficulties understanding relationships, consent, appropriate behaviour or online risks.

Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

4.16 Children Looked after

The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. The school recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Maria Carbonell

Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

The school will work with Personal Advisors when children leave care (where applicable).

The school is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

5. RESPONDING TO THE SIGNS OF ABUSE

If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

• Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
• Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
• Any significant changes in attendance or punctuality;
• Any significant changes in a child's presentation;
• Any concerns relating to people who may pose a risk of harm to a child; and/or
• Any disclosures/allegations of abuse that children have shared.

There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;
• listen carefully to the child and believe what they are saying;
• not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
• only ask for clarification if something is unclear and will not ask 'leading' questions;
•report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
•only discuss the issue with colleagues that need to know about it; and
•will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

• Managing support for the child internally within school;
• Seek advice from the social worker advice line in the Family Connect;
• Instigate single agency intervention and work directly with the family to improve the situation;
• Offer an Early Help Assessment to provide multi-agency help to a family;
•In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the Family Connect for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to Family Connect. However, if the school is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
• If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

See page 28 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2026).

In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

• are informed by a girl under 18 that an act of FGM has been carried out on her; or

• observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the Family connect is also required.

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

All schools 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 regard” to the need to prevent people from being drawn into terrorism. See Appendix B for further information on the school’s Prevent duty.

If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.1 Child on Child abuse

The school understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated imagery such as deepfakes, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse

All members of staff will be made aware of the school’s policy and procedures with regards to child-on-child abuse. Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse.

The school will seek to prevent child on child abuse through:

- Promoting a culture of respect, inclusion and tolerance, underpinned by the school's Christian vision and values.
- Delivering a planned PSHE, Relationships Education and online safety curriculum that teaches healthy relationships, consent, personal boundaries and respectful behaviour.
- Ensuring pupils know how to recognise abuse and report concerns confidently.
- Providing regular staff training to identify, prevent and respond to child-on-child abuse.
- Challenging inappropriate language, bullying, sexualised behaviour, discriminatory behaviour and harmful stereotypes.
- Maintaining effective supervision and safeguarding arrangements throughout the school day.
- Implementing robust behaviour, anti-bullying and online safety policies.
- Working in partnership with parents, carers and external agencies where appropriate.
- Taking all reports seriously, recording concerns, identifying patterns and responding promptly to safeguard pupils.
- Providing appropriate support for all children involved, including victims, alleged perpetrators and any witnesses.

Although it is recognised that if there are no reported cases, such abuse may still be taking place.

Where an allegation of child-on-child abuse is made, the Designated Safeguarding Lead (or Deputy DSL) will:

- Speak to all children involved and any relevant witnesses separately, ensuring that the wishes, feelings and safety of all pupils are considered.

- Gather and record all available information, evidence and accounts using the school's safeguarding recording system (CPOMS)
- Assess the nature and level of risk, considering the ages, maturity, developmental stages and individual needs of the children involved, including any SEND needs.
- Consider whether the incident is a safeguarding concern, a behavioural matter, or both.
- Make decisions on the balance of probabilities, based on the available evidence, professional judgement and statutory guidance.
- Clearly record the investigation, findings, actions taken and the rationale for all decisions made.
- Provide appropriate support and risk management measures for all children involved, including victims, alleged perpetrators and witnesses.
- Inform parents/carers where appropriate and safe to do so.
- Seek advice from, or make referrals to, Children's Social Care, the Police or other agencies where required.
- Continually review arrangements to ensure pupils remain safe and supported.

The school will maintain clear, accurate and contemporaneous records of all concerns, discussions, decisions and actions taken. All records will include the rationale for decisions made and demonstrate how the school has acted in the best interests of the child at all times.

The school recognises that child-on-child abuse may indicate the alleged perpetrator requires support, intervention or safeguarding assessment. If an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by (insert school-specific actions here) and referral to Family connect will be considered.

The school will never pass off child on child abuse as ‘banter’, ‘having a laugh. ‘part of growing up’ or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously

The school will adhere to guidance set out in Keeping Children Safe in Education (2026) when responding to incidents of child-on-child abuse. Children will be provided with clear, accessible and promoted routes to report concerns and abuse.

All staff will be made aware that ‘upskirting’ is a criminal offence.

The school recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. Inline with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk

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

Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced, staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.

CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries

5.3Sharing of consensual or non-consensual nude and semi-nude images or videos

Sharing of consensual or non-consensual nude and semi-nude images or videos including those generated using AI." refers to any sharing of self- generated intimate images and/or videos of between children. This includes;

•A person under the age of 18 creating and sharing self- generated intimate images and/or videos of themselves with a peer under the age of 18;

• A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;

• A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. All copies of all relevant policies are available on our school website here: All Saints Bedworth - Home

Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos including those generated using AI' should be reported to the DSL without delay.

Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

• Referrals to the Family Connect in regard to all parties involved (also the police if an urgent response required);

• Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (Current July 2022);

• Support for young people involved to prevent reoccurrence;

• Sanctions in accordance with the behaviour policy;

Any incidents of ‘sharing consensual or non-consensual nude images or videos including those generated using AI’ involving the following will result in a Request for support referral and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance**.**

We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.4 Domestic Abuse

Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children’s health, well-being, development and ability to learn.

In November 2025, it became a statutory duty for police to notify a child’s school and where relevant the local authority (LA) if they believe a child may be a victim of domestic abuse. Schools will be altered to incidents of Domestic abuse through Operation Encompass and schools will respond with in the policy of its use.

5.5 Searching, Screening and Confiscation

Where necessary, searching, screening and confiscation will be used to safeguard a child/children in the school.

The school adheres to ‘Searching, Screening and Confiscation: Advice for Schools (January 2022).

5.6 Online Safety

The school recognises that in today’s world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe in Education 2026:

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

• Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)

• Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)

• Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

The school understand that the above can take place on a students phone or smart device (including smart watches, smart glasses and ‘air tags’) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. (see Acceptable Use and Online safety policy)

The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

Roles and responsibilities are clear:

• Academy DSLs are responsible for analysis and management of safeguarding within their academies.

• Academy leaders are responsible for ensuring that all filtering and monitoring notifications are appropriately categorised and responded to.

School leadership team will review of the effectiveness of filtering and monitoring systems at least once every academic year., with the support of the school’s designated safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks.

- Internal processes therefore need to be set up to ensure that this happens and is appropriately recorded.

• The Trust IT Manager is responsible for leading on system, annual review and facilitating training under the leadership of the Head of Operations and Compliance.

• Academy Governance Committee members are responsible for ensuring that the leaders 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.

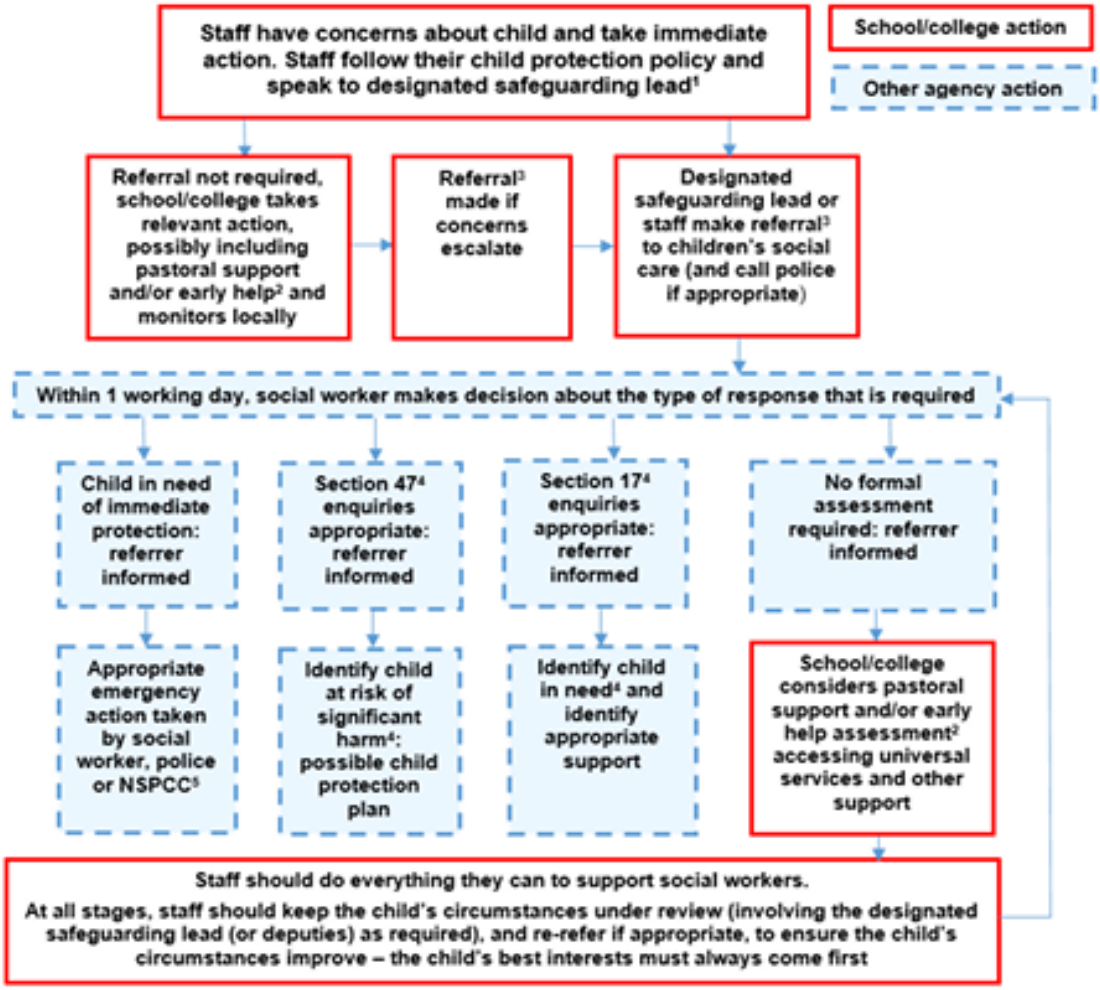
5.7 Serious Violence

Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

The school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

5.8 Taking Action

If at any time it is considered that a child has suffered significant harm or is likely to do so, a referral should be made to:

Warwickshire Emergency Duty Team on 01926 886922, or 999 if you are concerned a child needs immediate protection.

The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

NSPCC- When to call the police for designated safeguarding leads to understand when they should consider calling the police and what to expect when they do. It can be found here:

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

DSL) of what has been discussed. The staff member/volunteer will write up details of the conversation with the pupil as soon as possible on the record of concern form (signed, timed and dated) found in (reception (change if needed for your academy)) or CPOMS and deliver it to the Designated Safeguarding Lead.

Staff should not wait until the following academy day to report a concern. Information will be shared on a need-to-know basis only.

Issues or concerns will not be discussed with colleagues, friends or family unless necessary for the welfare of the child.

5.9 Suspecting that a Pupil is at Risk of Harm

There will be occasions when staff/volunteers may suspect that a pupil may be at risk but have no 'real' evidence. In these circumstances, staff will try to give the pupil the opportunity to talk.

Colleagues will recognise that pupils may not feel ready to disclose their abuse, exploitation or neglect, or my not recognise it as such. They may feel humiliated or actively being threatened. They may face additional barriers to disclosing such as additional needs, sexual orientation, vulnerabilities or language barriers. Therefore, it is imperative that all colleagues exercise professional curiosity and report their concerns to the DSL.

Staff should use the **concern form/CPOMS referral** to record these early concerns. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the academy's **Behaviour and Anti-Bullying Policy** necessary *(located on the policies page of the Academy website)* However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. We acknowledge that some children can be particularly vulnerable or may have an increased risk of abuse and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare. To ensure that all of our pupils receive equal protection, we will give special consideration to children that are considered to be vulnerable.

Notifying Parents

The academy leaders will normally seek to discuss any concerns about a pupil with their parents. The Designated Safeguarding Lead (insert name) or deputy will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the academy believes that notifying parents could increase the risk to the child, exacerbate the problem or compromise the safety of a staff member, advice will first be sought from Children's Social Care.

Police and Criminal Evidence Act (1984) – Code C

The Headteacher, Designated Safeguarding Lead (DSL) and deputy (DDSL) are aware of the requirement for children to have an appropriate adult when in contact with Police officers.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for these purposes.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

If a police officer arrives at the academy wishing to speak with a pupil, the receptionist will inform the Headteacher and the DSL and follow the Trust Visitor and Visiting Speaker's policy. The DSL will ensure that arrangements are made to inform parents that this is the case and seek their presence at the academy as the appropriate adult. If for any reason the parent cannot attend to be an appropriate adult the DSL or Headteacher will ensure that an appropriate adult is provided from the academy leadership team.

The Designated Safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the DSL (or deputy) does not feel that the officer is acting in accordance with PACE, they will ask to speak with a supervisor or contact 101 to escalate their concerns immediately.

A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence , or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e., failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A Police Officer must not caution a child or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

- the parent, guardian or, if the child is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
- a social worker of a local authority

failing these, some other responsible adult aged 18 or over who is not:

- a police officer;
- employed by the police;
- under the direction or control of the chief officer of a police force; or
- a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - PACE Code C 2019.

6. RECORD KEEPING

Keeping all child (safeguarding) records up to date and in line with the statutory requirements in KCSIE as a minimum:

All **safeguarding** concerns, discussions and decisions made, and the reasons for those decisions, must be recorded in writing. Information should be kept confidential and stored securely.

Records will include:

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

A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

The school keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS)

Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing. Staff should not wait until the following day to report a concern. Information will be shared on a need to know basis.

If the child has an injury that requires medical attention, the child protection process will not delay the administration of first aid or emergency medical assistance.

In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

The school will seek to hold at least two emergency contacts for every child.

All personal information processed by the school will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

The school recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children. Relevant policies can be found on our school website.

7.PHOTOGRAPHY AND IMAGES

Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins the school.

Parents can withdraw consent at any time and must notify the school if they do not wish their child's photographs to be used.

Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

Photographs of children will be processed in line with the General Data Protection Regulation.

8. FAMILY HELP ASSESSMENT

The school is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. The school is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Any child may benefit from Family Help, but as guided by KCSIE (2025) all school and college staff will be particularly alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether 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

The school works within the Coventry/Warwickshire Safeguarding Children Partnership's effective-support-for-children-and-young-people framework, available on the CSCP website.

9. STAFF TRAINING

In order for staff to be able to understand and discharge their safeguarding and child protection duties, the school has committed to training staff throughout the academic year. All staff members will be made aware of the school's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of Keeping Children Safe in Education (September 2026)

- School procedures for Children Absent from Education
- The school Behaviour Policy
- (Insert others if necessary)

Staff at the school will;

(Insert list of the training that staff will undertake during the year. This isn't just September training but needs to be ongoing and can include Thrive, mental health, online safety, local authority training, DSL briefings etc, e-bulletins etc. Don't forget to include governor and volunteer training!).

The school recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas to be able to further recognise if a child is at risk of harm.

All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10. SAFER RECRUITMENT

We will ensure that the statutory Safer Recruitment practices are always followed (KCSIE 2026).

Every interview panel will have at least one member who has a certificate in Safer Recruitment. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will record the answers to safeguarding questions asked during the interview process on staff personnel files. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our academy.

We will ensure that any alternative provision facility working with the academy provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in their provision.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure that all staff involved in recruitment are aware of government guidance on safer recruitment and that its recommendations are followed.

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including

children. We will ensure the correct level of DBS certificate is sought and ensure a prohibition check is undertaken.

The types of checks undertaken will be in accordance with the guidance given in the Keeping Children Safe in Education) document, including online searches of preferred candidates. Candidates will be notified of this.

Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the current Keeping Children Safe in Education document.

Where an enhanced DBS Certificate is required, it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

Recruitment and employment checks will be undertaken as stated in the current Keeping Children safe in Education document. Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file as per KCSIE.

Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA Article 10.

To help schools and colleges comply with the requirements of the Data Protection Act , when a school or college chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school or college may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to. Schools and colleges do not have to keep copies of DBS certificates, in order to fulfil the duty of maintaining the single central record.

The academy leaders will always ask for written information about previous employment history and check that information is not contradictory or incomplete. Reference will be sought on all shortlisted candidates, including internal ones, before interview, so that any issues or concerns they raise can be explored with the referee and taken up with the candidate at interview. (Unless in some instances where candidates have expressly denied permission for the employer to approach their referees). In these cases, references will be taken up before the candidate's appointment.

The academy leaders will keep a single central record in accordance with the regulations given in the current Keeping Children Safe in Education document.

We reserve the right to carry out all relevant and necessary checks if there is concern about an existing member of staff and will refer to the LADO and DBS and other relevant agencies anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

11 MANAGING ALLEGATIONS ABOUT STAFF

The school takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including trainee teachers, agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2026) and the CSCP Guidance, 'Allegations Against Staff and Volunteers'.

We have a clear Trust staff behaviour policy (code of conduct) and Whistleblowing for all adults outlining our response to concerns raised or disclosures made about an adult's conduct.

We will always take concerns raised seriously and respond formally to them. We will offer reassurance and safety options for pupils making a disclosure and refer them for support to the DSL and externally if needed. We will always retain the mind-set of it could happen here. Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education 2026, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

We recognise the possibility that adults working in the academy may harm children. Any conduct concerns (allegations or low level) about the conduct of adults in the academy (including supply staff and volunteers and contractors) should be taken to the Headteacher without delay (or where that is not possible to the LADO and the Trust DSL).

Any concerns about the Headteacher should go to the Trust Chief Executive Officer (CEO) who will ensure that appropriate actions and referrals are followed/made to the LADO. If for any reason you cannot make a referral through these routes you have a duty to refer directly to the Local Authority Designated Officer (LADO) whom you can contact here:

Tel: 024 7697 5483

Email: Lado@coventry.gov.uk

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 may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work

- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO – although may still merit consulting with and seeking advice from the LADO in some cases

Low-level concerns will be managed by Headteachers in line with Farrer & Co's guidance (referenced below); retaining all records of low-level concerns (including those which are subsequently deemed by the headteacher to relate to behaviour which is entirely consistent with the staff code of conduct) in a central low-level concerns file (either electronic or hard copy). Where multiple low-level concerns have been shared regarding the same individual, these should be kept in chronological order as a running record, and with a timeline alongside. They should also document the decision making with regard to a referral to the LADO being made or not being made. These records should be kept confidential and held securely, with access afforded only to a limited number of individuals such as the Headteacher and/or DSL, and the individual they report to; and HR Business Partner, and the individual they report to (Head of People).

https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/developing-and-implementing-a-low-level-concerns-policy.pdf

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 or the staff member are protected.

Where a pupil makes an allegation against a staff member, supply teacher or volunteer, the allegation will be taken seriously and acted upon immediately. Parents will be contacted as soon as reasonably possible. The pupil will be offered support and their wishes will be carefully considered before any actions related to said pupil begin.

Where any member of the academy staff or any volunteer has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children they must act in accordance with the Allegations against staff section of the Trust staff behaviour policy (code of conduct): https://www.covmat.org/multi-academy-trust-policies/

Under our duty of care for our employees, we will ensure that we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. The academy leaders will ensure its obligations for confidentiality when an allegation has been made.

Academies may receive an allegation relating to an adult in school who is not an employee or volunteer – for example, a contractor. As with any safeguarding allegation, leaders must follow their safeguarding policies and procedures, including informing the LADO if appropriate. Leaders must also report this immediately to the employer, and seek assurance that the relevant internal procedures are being followed. Should this situation arise, the school will designate a single point of contact for parents and carers of the pupil(s) involved in the alleged incident (this is likely to be the Headteacher or DSL), along with being responsible for providing any support needed. A single point of contact for the contractor will be designated (which is likely to be the The Head of Operations and Compliance for central contracts and the Headteacher for local contracts), and will facilitate the sharing of information between contractor and Headteacher/DSL to ensure any interim measures required are implemented swiftly and effectively, along with any implications for future practice.

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

12 WHISTLEBLOWING

The school operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or the school's safeguarding processes to the senior leadership team**.**

Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

See separate Whistleblowing policy

13 PROMOTING SAFEGURADING AND WELFARE IN THE CURRICULUM

The school recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

The school will teach children about safeguarding, including online safety, via MyHappyMind, Jigsaw, Protective Behaviours and Project Evolve, as well as through collective worship and class discussion and reflection time. A number of resources and workshops from other agencies – e.g. NSPCC – are also used to supplement the curriculum.

Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE)

Children at the school will receive the following as part of our promotion of safeguarding across the curriculum:

- Personal safety and recognising unsafe situations.
- Identifying trusted adults and seeking help when worried.
- Protective Behaviours and understanding personal boundaries.
- Healthy friendships and positive relationships.
- Respect, kindness, empathy and inclusion.
- Bullying, including prejudice-based bullying and cyberbullying.
- Child-on-child abuse, including how to recognise and report concerns.
- Online safety, including social media, gaming, privacy, inappropriate content, online relationships and reporting concerns.
- Mental health, emotional wellbeing and resilience.
- Managing emotions and self-regulation through My Happy Mind.
- Physical health, healthy lifestyles and self-care.
- Consent and respecting personal space in an age-appropriate manner.
- Diversity, equality and protected characteristics.
- British Values, citizenship and community responsibility.
- Recognising and responding to peer pressure.
- Risk-taking behaviours and making safe choices.
- Substance misuse awareness in an age-appropriate context.
- Road, rail and water safety.
- First aid and emergency situations where appropriate.
- Fire safety.
- Safeguarding risks associated with exploitation, including criminal exploitation and county lines, in an age-appropriate way.
- Recognising, understanding and responding to discrimination, including racism and discriminatory language.
- Understanding the importance of attendance and engagement in education.

This learning is delivered through RSHE lessons, PSHE lessons, Religious Education, Computing, Science, collective worship, educational visits, themed events, visitors, assemblies, pupil leadership opportunities and other curriculum experiences. The school works in partnership with parents, carers and external agencies to reinforce key safeguarding messages and promote the safety and wellbeing of all pupils.

14 COMPLAINTS

The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. Our Complaints Policy can be found on our school website.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns) Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

15 USE OF REASONABLE FORCE/RESTRICTIVE INTERVENTION

See separate policy

16 ALTERNATIVE PROVISION

The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. The checklist fond in the appendix will be completed for each provider used.

The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 USE OF PREMISES FOR NON SCHOOL ACTIVITIES

The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

The school recognises that children living in boarding or residential settings require robust safeguarding arrangements to ensure their safety, welfare and wellbeing.

Safeguarding procedures apply throughout the residential day and night. Staff will receive appropriate safeguarding training, maintain professional boundaries and follow established reporting procedures for all concerns, allegations and incidents of child-on-child abuse

The Designated Safeguarding Lead will work closely with residential leaders and relevant agencies to ensure safeguarding concerns are identified, shared and responded to promptly, using a child-centred approach

18 CHILDREN STAYING WITH HOST FAMILIES

The school recognises its responsibility to safeguard children who stay with host families as part of exchange visits, educational visits or other school-arranged activities.

Where the school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements.

Where arrangements meet the definition of private fostering, the school will notify the relevant local authority and work with partner agencies to promote the child's welfare and safety.

MANAGEMENT OF THE POLICY

The academy leaders will at all times adhere fully to the statutory guidance in place from the Department of Education issued under Section 175 of the Education Act 2002, the Education (Independent Academy Standards) Regulations and the Education (Non-Maintained Special Academies) (England) Regulations, Currently: Keeping children safe in education: Statutory guidance for academies and colleges and the departmental advice: What to do if you are worried a child is being abused – Advice for practitioners. Nothing written in this policy overrides the academy's duties under such legislation.

Trust Leaders and the Trust Board will oversee the policy, ensure its implementation, and review its content on an annual basis.

The Headteacher will report on safeguarding activity and progress within the academy to the Academy Governance Committee and Trust Leadership Team termly.

APPENDIX A INDICATORS OF ABUSE

Indicators of abuse and neglect (KCSIE 2026 p9-12)

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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 from 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 of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy

and procedures for dealing with it.

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

APPENDIX B FURTHER SAFEGUARDING INFORMATION

The School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual and neglect. Definitions of other types of abuse can be found in Keeping Children Safe in Education 2026 Annex A. Below are issues not covered in detail in the main body of this policy.

Bullying

Bullying is also abusive and will include at least one, if not two (or all) of the defined categories of abuse. Refer to academy's specific Behaviour Policy and/or Anti-Child on Child abuse and Bullying Policy if applicable.

Private Fostering

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

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

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. If a member of staff becomes aware of an arrangement such as this, they should report via CPOMS to ensure that the DSL is fully aware of the situation for that child.

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

We have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.

Academy staff will notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

In addition, on admission to All Saints Bedworth C of E Academy we will take steps to verify the relationship of the adults to the child who is being registered.

Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. We are committed to working closely with our neighbouring Family hub to work with families in the community to improve outcomes for children.

We also liaise with a wide variety of outside agencies, many of which are able to see pupils weekly. Examples of the *wider* agencies we liaise with include: multi-agency team/s, careers services, Child and Adolescent Mental Health Services (CAMHs), Educational Welfare Officer/s (EWOs), our local Police Community Support Officers (PCSOs), the Police and other services.

We encourage families, pupils and parents to work with these partner agencies also. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.

Staff and volunteers should be alert to the potential need for early help that might support a pupil early on with their particular safeguarding issue with a view to preventing it from becoming a bigger issue longer term.

DSLs will consider following the procedures (depending on individual need) identified for initiating early help for a child who:

- is disabled
- has special educational needs (whether or not they have a statutory education, health and care (EHC) plan)
- is a young carer
- is bereaved
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing/goes missing from care or from home52
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- is in a family circumstance presenting challenges for the child, such as drug and
- alcohol misuse, adult mental health issues and domestic abuse54
- is misusing drugs or alcohol themselves
- is suffering from mental ill health
- has returned home to their family from care
- is a privately fostered child
- has a parent or carer in custody
- is absent from education, unexplainable and or persistent , or not in receipt of fulltime education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded.

All initial contacts where staff, Academy Governance Committee members or volunteers wish to make a request for general advice, information or a service for a child who may be a child with additional or complex needs should be made either by contacting the academy SENCO

There are four types of child abuse as defined in 'Keeping Children Safe in Education' as follows:

For more information from the DfE on preventing and tackling bullying and cyber bullying please go to: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Sexual Violence and Sexual Harassment/Harmful Sexual Behaviour (HSB)

Child-on-child Abuse, **sexual harassment** and **sexual violence** are **never acceptable and will not be tolerated.** All staff understand, that even if there are no disclosures in the academy, it does not mean it is not happening, it may be the case that it is just not being reported. As such all colleagues are trained to notice and identify signs and indicators of child-on-child abuse and where they have any concerns regarding child-on-child abuse how to report these to the DSL or deputy through formal safeguarding systems.

Furthermore, any disclosures made by pupils will be believed and responded to in line with the academy Behaviour Policy and/or Anti-Child on Child abuse and Bullying Policy and pupils will be kept safe and never made to feel that they are creating a problem by reporting the abuse, sexual violence or sexual harassment. Incidents will be assessed and responded to on a case-by-case basis taking into account harm, immediate safety, pupil wishes and seeking advice and making referrals as required.

We will follow and adhere to Part 5 of KCSIE (statutory guidance):
https://www.gov.uk/government/publications/keeping-children-safe-in-education—2

It covers:

- how we prevent child-on-child abuse
- what sexual violence and harassment is
- schools' and colleges' legal responsibilities
- a whole school or college approach to safeguarding and child protection
- how to respond to reports of sexual violence and sexual harassment

The departmental advice, when referring to **sexual violence** refers to sexual offences as described under the Sexual Offences Act 2003.

This includes:

- rape
- assault by penetration
- sexual assault

The advice sets out that **sexual harassment** is 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a child's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

We believe that all children have a right to learn in a safe environment.

Academy leaders will minimise the risk of child-on-child abuse by:

- Engage with the local safeguarding partners in both the prevention and response to child-on-child abuse.
- Collecting and responding to pupil voice and listening to the wishes of the pupil that has been harmed in every incident.
- Teaching pupils about the law and ensuring that they understand that it is there to protect rather than criminalise them.
- Raising awareness of the risks and never normalising these behaviours

- Ensuring that all staff are trained to identify indicators to abuse, the barriers to disclosure and the impact of societal norms on pupils' behaviours and subconscious bias
- Ensuring that pupils are taught about forms of abuse and the impact of societal norms and biases and how to report concerns
- Ensuring that all policies and procedures are clear and well known
- Completing a preventative risk assessment that considers contextual harms
- Not tolerating any form of prejudice and ensuring that every incident of HSB is addressed both proportionately and in line with guidance and by publishing these processes
- Ensuring that all children (especially those who identify as LGBTQ) have a trusted/safe adult with whom they feel they can be open with and share their concerns.

In addition, the academy recognises that some children may be at increased risk of experiencing child-on-child abuse, sexual harassment or harmful sexual behaviour, including pupils with SEND, pupils who are vulnerable due to adverse childhood experiences, and pupils who identify as or are perceived by others to be LGBTQ+.

To reduce these risks, the academy will:

- Regularly gather and analyse pupil voice to understand pupils' experiences, perceptions of safety and any emerging concerns.
- Use safeguarding, behaviour, attendance and bullying data to identify trends, patterns and groups of pupils who may be at greater risk.
- Ensure safeguarding, RSHE, PSHE and online safety lessons are adapted appropriately to meet the needs of pupils with SEND and other vulnerable groups.
- Provide additional teaching and support for pupils who may require a greater level of intervention to understand consent, boundaries, healthy relationships, privacy and respectful behaviour.
- Ensure pupils with additional vulnerabilities have regular access to trusted adults and opportunities to share concerns.
- Promote an inclusive culture where difference is celebrated and all pupils feel safe, valued and respected.
- Challenge discriminatory language, prejudice, stereotyping and peer behaviours that could contribute to abuse or harassment.
- Maintain clear reporting systems which are accessible and understood by all pupils, including those with communication difficulties.
- Consider the impact of contextual factors, including online activity, peer groups and community influences, when assessing risk.
- Implement individual risk assessments and safety plans where concerns have been identified.
- Work closely with parents, carers and external agencies to provide coordinated support where required.
- Monitor the effectiveness of preventative measures through safeguarding audits, pupil voice, behaviour monitoring and governor oversight.

The academy recognises that preventing harmful sexual behaviour requires a proactive, whole-school approach and is committed to creating an environment in which all children feel safe, respected and able to report concerns, knowing that they will be listened to and taken seriously.

We recognise that some pupils may sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the academy Behaviour Policy.

Occasionally, allegations of a safeguarding nature may be made against pupils by others in the academy. Where this is the case an appropriate risk assessment and referrals will be undertaken to establish next steps to deal with the allegation.

The child-on-child risk assessment will include as a minimum:

- If a relationship has previously existed in any format; is there an imbalance of power within their relationships?
- is the allegation of a serious nature?
- If the allegation includes a criminal offence, has the referral to the police and child service been made?
- Does this allegation raise risk factors for other pupils in the academy?
- Does the allegation indicate that other pupils may have been/could be affected by this pupil?
- Does the allegation indicate that young people outside the academy may be affected by this pupil (familial harms)?
- Does this allegation indicate that the contextual safeguarding within the academy environments should be reviewed?
- What support does this allegation indicate are needed for both the victim and alleged perpetrator of the child-on-child abuse?

Academy leaders will support the victims and perpetrators and alleged perpetrators of child-on-child abuse by adhering to Part 5 of KCSIE, ensuring that all steps are included in procedures.

NSPCC Harmful Sexual Behaviour Framework Audit Tool:
https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework-audit-tool.pdf

All staff and volunteers must be aware that adults or children, who use children to meet their own sexual needs abuse both girls and boys of all ages. In all cases, children who tell someone about sexual abuse do so because they want it to stop. It is important, therefore, that children are always listened to, reassured, and taken seriously and (as in all cases of abuse or neglect) that our reporting system is followed systematically without fail.

‘Upskirting’

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Any concerns related to upskirting must be reported to the DSL in line with the reporting process outlines within this policy and where appropriate staff will also consult the academy Behaviour Policy and/or Anti-Child on Child abuse and Bullying Policy.

Signposts for support or advice:

- CEOP's Thinkuknow give advice for parents, as well as children and young people of different ages, on staying safe online. Thinkuknow have created short videos to help parents understand why children 'sext', how to talk to them about it and what to do if their child is affected.
- Internetmatters.org work to help parents keep their children safe online. They provide free advice on online issues affecting children, including sexting and grooming.
- The UK Safer Internet Centre gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for primary and secondary aged children that encourages them to be safe online.
- **O2 and NSPCC** Help Line: 0808 8005002
- **Zipit app**: This app provides children with alternative images to send in response to a request for explicit images.

Child Criminal Exploitation (CCE) and Exploitation of Vulnerable Adults (County Lines & Serious Violence)

Both Child Sexual Exploitation (CSE- see 6.11) and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse 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. The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however colleagues should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation (CSE- see 6.11).

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines is the police term for urban gangs supplying drugs to suburban areas/market or coastal towns using dedicated mobile phone lines or "deal lines".

It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to

tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Signs to look out for:

- Going missing from school or home and / or being found out-of-area (though criminal gangs are becoming 'wise' to this method of identifying children that have been exploited and are moving to exploit children in the local area to avoid notice)
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Where staff or volunteers have a concern around county lines they should inform their DSL immediately who will follow the local authority safeguarding procedures. Where there is a risk of imminent harm an immediate referral to the police should be made.

Regardless of gender or the role that they have been made to undertake any child or adult who has experienced criminal exploitation is likely to have experienced or been threatened with serious violence to themselves or their family or community.

Serious violence indicators include:

- increased absence from school
- a significant decline in performance
- changes in friendships or relationships with older individuals or groups
- indicators of self-harm
- a significant change in well-being or signs of assault of unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by or involved with individuals associated with criminal networks or gangs

Staff training will include these signs and indicators in line with the Home Office guidance 'Preventing youth violence and gang involvement' and 'Criminal exploitation of children and vulnerable adults: county lines guidance and contextual safeguarding.

Colleagues are also trained on the additional risk factors associated with serious violence 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.

Preventing youth violence and gang involvement:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

County Lines:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

County Lines and Criminal Exploitation Toolkit:
https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Contextual Safeguarding Network:
https://www.contextualsafeguarding.org.uk/

Honour Based Abuse (HBA)

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.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action should take once the concern has been shared with the Designated Safeguarding Lead (DSL) or deputy (DDSL).

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL (or deputy).

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- a low level of integration into UK society
- having a mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin (where FGM is known to be prevalent)
- being taken on a long holiday to the country of origin (where FGM is known to be prevalent)
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating

- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from academy especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should staff physically examine pupils.

Staff must report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such cases with the Designated Safeguarding Lead (DSL) who will refer to children's social care. *The duty to report to the police does not apply in relation to at risk or suspected cases though staff will always refer to the DSL to take the next appropriate steps.*

For further advice from the Home Office on FGM please go to:
https://www.gov.uk/government/collections/female-genital-mutilation

For the multi-agency statutory guidance please go to:
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

The following is a useful summary of the FGM mandatory reporting duty from the Home Office:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. A marriage must be entered into with the free and full consent of both parties, there must be a choice.

Forced marriage is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). In some case people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

An *arranged* marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

Forced marriage is an abuse of human rights, a form of violence against men and women. It is child abuse when it affects children and abuse of vulnerable people when it affects those

with disabilities. Where staff or volunteers have a reason to suspect that someone is experiencing pressure or being forced into marriage, they must report this to the DSL through the academy process.

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.

For more statutory information on forced marriage: https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage/multi-agency-statutory-guidance-for-dealing-with-forced-marriage-and-multi-agency-practice-guidelines-handling-cases-of-forced-marriage-accessible

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.

Breast Ironing/Flattening

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Why does breast ironing happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. It is seen by the perpetrator as a protective measure for the child.

Breast ironing is physical abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1,000 girls at risk. Keeping Children Safe in Education mentions breast ironing as part of the section on So-called 'Honour' Based Abuse'.

Staff or volunteers worried about the risk of breast ironing in the academy should refer through the appropriate channels to the Designated Safeguarding Lead as soon as possible

who will make a referral to children's services. If staff or volunteers are concerned that the girl is in immediate danger, contact the police by calling 999.

The DSL will also contact the Foreign and Commonwealth Office if the girl has been taken abroad:

- telephone: 020 7008 1500
- from overseas: +44 (0)20 7008 1500

For more information on breast ironing or flattening go to:
http://nationalfgmcentre.org.uk/breast-flattening/

Domestic Abuse and Young People

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. All children who witness domestic abuse can be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children who witness domestic abuse are categorised as victims of domestic abuse and children fleeing an area where domestic abuse has occurred should be given priority placements in schools through fair access arrangements.

We encourage pupils to come forward by raising awareness of the issue and teaching pupils about health relationships through SRE, the wider curriculum and modelling behaviour in the academy and ensure that staff are trained to report any concerns that they identify.

Adolescent to Parent Violent Abuse

APVA is a hidden form of domestic violence and abuse that is often not spoken about. By raising awareness around this issue, we can provide better protection to victims and apply an appropriate safeguarding approach. For more information on APVA go to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/420963/APVA.pdf

What to look out for when a child is witnessing domestic abuse:

The emotional responses of children who witness domestic violence may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the abuse and at the victim for being unable to prevent the abuse).

Physical responses may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of the victim or a sibling.

The behavioural responses of children who witness domestic violence may include acting out, withdrawal, or anxiousness to please. The children may exhibit signs of anxiety and have a short attention span which may result in poor academic performance and attendance. They may experience developmental delays in speech, motor or cognitive skills. They may also use violence to express themselves displaying increased aggression with peers or family. They can become self-injuring.

If a child discloses that they have witnessed domestic abuse, or an adult linked to a child in your academy discloses that they are being abused staff and volunteers are directed to follow academy safeguarding procedures and report your concern to the DSL.

For more information on Domestic Abuse go to:
https://www.gov.uk/guidance/domestic-violence-and-abuse#history

Preventing Radicalisation

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

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental right and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Behaviour that could constitute extremism:

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:

- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:

- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.

- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:

- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.
- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

The examples of behaviour above are indicative and not exhaustive.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

The Counter-Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent Duty".

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the Designated Safeguarding Lead (DSL).

The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Channel

We understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Channel guidance is available at: https://www.gov.uk/government/publications/channel-guidance

We use the safeguarding through the curriculum to ensure that children and young people understand how people with extreme views share these (including online) to radicalise others.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching our core values alongside the Fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside academy
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti or artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

For the revised Prevent Duty Guidance please go to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

For further Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism from the Home Office please go to:

https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

The Government's 'Educate Against Hate' provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

https://educateagainsthate.com/

More information accessible can be found here: Get help if you're worried about someone being radicalised - GOV.UK (www.gov.uk)

Mental Health

All staff should be aware that 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. In addition, Trust professionals are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We will ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. We will ensure that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

We seek to embed positive mental health and mental health awareness through our academy to create a culture where pupils can self-identify, signpost peers and seek support themselves. We undertake staff training and promote mental health awareness through the PSHE schemes.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the referral mechanisms listed within this policy and speaking to the designated safeguarding lead or a deputy.

Please see Appendix E for the overview of our approach to mental health.

Useful information

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview

We all have mental health: animation and teacher toolkit | Anna Freud

Self Harm

Adapted from: Guidance for Managing Self-Harm in Warwickshire Schools (2023)

Self-harm affects around 1 in 12 young people (Young Minds, 2020). It is a sign that a child or young person is experiencing significant emotional distress. It does not typically mean they are trying to end their lives but is often a means of trying to cope with overwhelming emotions.

There are many acts of self-harm, some examples may include:

- Scratching / cutting
- Hitting self / walls etc.
- Jumping from heights
- Compulsive hair pulling
- Biting
- Burning skin
- Skin picking or pinching
- Head banging
- Overdosing or drinking harmful substances

- Exercising excessively

There are a number of identified risk and protective factors that are associated with self-harm. However, any child or young person may be at risk and it is important to not make assumptions.

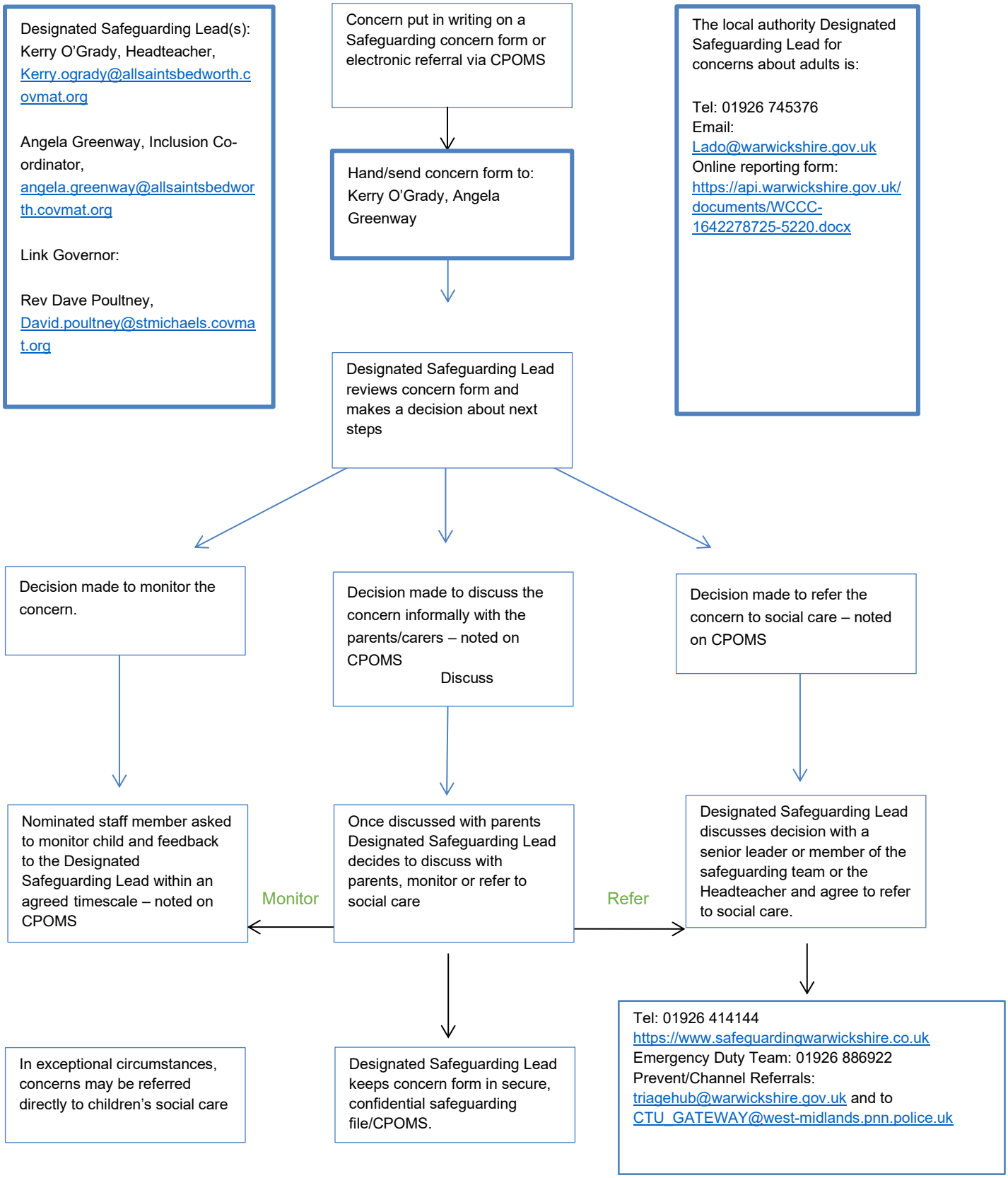
Detailed guidance on managing self-harm in schools can be found on the Warwickshire Safeguarding Adults and Children's Board website, click here.

Useful information

Guidance for Managing Self Harm in Warwickshire Schools - October 2023 2.pdf (safeguardingwarwickshire.co.uk)

APPENDIX C

Raising Safeguarding Concerns about a Child



Appendix D: Alternate Provision Checklist Exemplar (Source: Coventry City Council)			
Name of alternative provision:			
Name of person completing checklist (from host school):			
All agencies and settings who place pupils at alternative provision MUST quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.			
		On file/evidence of check	Date and Initial
1	If this quality assurance check is a review, please confirm the date of previous assurance check.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time[1] education is provided for five or more pupils of compulsory school age Or -full-time education is provided for one or more pupils with an EHC plan or who is "looked after" by a local authority 1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed pupil profile from the host school prior to agreement of placement? Y/N		
7	Pupil's attendance must be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached		
8	Is there a procedure for when pupils fail to attend? Y/N		
9	Is there adequate access to resources for all pupils who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N - Pro-actively promote and support the regular attendance of pupils		

	Effective reward/incentive strategies to promote participation		
11	Is there regular assessment and review of pupil progress? Y/N this should include a review of the placement to include whether the child is attending, their needs are met and the setting is safe, with the potential that the placement is ended if any concerns are not addressed. Provision agree to share weekly progress reports		
12	Are risk assessments completed for activities that pupils may undertake? Y/N (copy attached)		
13	Is there a full and clear pupil induction procedure regarding health and safety and fire evacuation? Y/N		
14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with pupils? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones and smart watches? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include; • an identity check; • a barred list check; • an enhanced DBS check/certificate; • a prohibition from teaching check; • further checks on people who have lived or worked outside the UK • a check of professional qualifications, where required; and • a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified		

	- Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations Evidence of full first aid kit		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		
Action Plan If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information			
Action Reference Number	Intended Action		

Appendix E Mental Health & Wellbeing Overview

Rationale

At All Saints CE Primary School, we recognise that positive mental health and wellbeing are fundamental to children's safety, learning, development and life chances. We are committed to creating a nurturing, inclusive environment where children feel safe, valued and supported and where emotional wellbeing is promoted proactively across the school community.
Our approach focuses on prevention, early identification and timely intervention, ensuring that children and families receive the right support at the right time.

Promoting Mental Health and Wellbeing

The school promotes positive mental health and wellbeing through:

- Our Christian vision and values.
- Positive relationships between pupils and trusted adults.
- A nurturing and inclusive school culture.
- My Happy Mind programme.
- Jigsaw PSHE curriculum.
- Protective Behaviours programme.
- Collective worship and reflection opportunities.
- Emotional literacy and self-regulation strategies.
- Mental health awareness activities and wellbeing events.
- Opportunities for pupil voice and participation.
- Positive behaviour systems and restorative approaches.
- Enrichment opportunities, clubs, visits and wider experiences.
- Staff training on mental health and wellbeing.
- Working in partnership with parents and carers.

Reporting and Recording Concerns

Mental Health Concerns (Safeguarding)

Where a child's mental health presents a safeguarding concern, staff will:

- Report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Record concerns on the school's safeguarding recording system.
- Include factual observations, disclosures, actions taken and outcomes.
- Monitor concerns through safeguarding processes.
- Engage external safeguarding and mental health services where appropriate.

Examples may include:

- Self-harm concerns.
- Suicidal ideation.
- Significant emotional distress.
- Trauma-related concerns.
- Mental health needs placing the child at risk of harm.
- Concerns linked to neglect, abuse or exploitation.

Wellbeing Concerns (Pastoral)

Where concerns do not meet safeguarding thresholds, staff will:

- Share concerns with relevant pastoral and SEND staff.
- Record concerns through school systems.
- Discuss concerns with parents/carers where appropriate.
- Monitor pupil wellbeing over time.
- Provide early intervention and support.

Graduated Mental Health and Wellbeing Support

Universal Support (Available to All Pupils)

- Positive relationships with trusted adults.
- High-quality PSHE curriculum.
- My Happy Mind programme.
- Protective Behaviours curriculum.
- Collective worship and reflection time.
- Positive behaviour support.
- Emotional wellbeing education.
- Access to enrichment opportunities and clubs.

Targeted Support
Where children require additional support, the school may provide:

- Check-in and mentoring sessions.
- Emotional literacy interventions.
- Nurture provision.
- Pastoral support.
- Individual wellbeing plans.
- Support from SEND staff where appropriate.
- Attendance and family support interventions.
- Additional home-school communication.

Specialist Support
Where concerns persist, increase or become more complex, referrals may be made to appropriate agencies, including:

- Compass (Warwickshire emotional wellbeing services).
- Rise Mental Health Services.
- School nursing service.
- GP.
- Early Help services.
- Family support services.
- Children's Social Care.
- Educational Psychology Service.
- Specialist SEND services.
- CAMHS or other commissioned mental health services where thresholds are met.

Referral Pathways
Internal referrals may be made to:

- Designated Safeguarding Lead.
- Deputy Designated Safeguarding Leads.
- SENDCo.
- Family Support staff.
- Senior Leaders.
- Pastoral staff.

External referrals may be made to:

- Early Help.
- Compass.
- Rise.
- School Nursing.
- Educational Psychology.
- GP.
- Children's Social Care.
- Police (where appropriate).

- Other specialist services relevant to a child's needs.

Assessment, Monitoring and Review

The school adopts a graduated response to mental health and wellbeing concerns.
Support plans and interventions will be:

- Matched to identified need.
- Reviewed regularly with the child and family.
- Evaluated for impact.
- Escalated where concerns persist or increase.

Review meetings may consider:

- Pupil voice and wellbeing.
- Attendance and engagement.
- Behaviour and presentation.
- Academic progress.
- Family circumstances.
- Effectiveness of current interventions.

Where school-based interventions are not resulting in sufficient improvement, or where risk increases, external advice or referral will be sought without delay.

Safeguarding and Mental Health

The school recognises that persistent mental health difficulties may indicate an underlying safeguarding concern and that safeguarding concerns can significantly affect a child's mental health. Staff will always consider whether mental health concerns may be linked to abuse, neglect, exploitation, family circumstances, trauma or other vulnerabilities and will respond in accordance with the school's safeguarding procedures.
The wellbeing and safety of the child will remain the school's primary consideration at all times.