



T1-07 Safeguarding & Child Protection (25-26) Policy

Tier 1 – Bordesley MAT Central Policy

Approved 21/10/2025

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Policy changes since last ratification by FGB

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Bordesley Multi Academy Trust

Child Protection and Safeguarding Policy 2025-2026

Governors' Committee Responsible:	Woodfield Academy Local Governing Body
Governor Lead:	Mrs R Delmore
Designated Safeguarding Lead of Staff:	Mr E Rowberry
Prevent Lead:	Mr E Rowberry
Child Exploitation GET SAFE lead	Mr E Rowberry
Status & Review Cycle:	Statutory Annual
Next Review Date:	July 2026

Safeguarding Statement

Woodfield Academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

The School's Safeguarding and Child protection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, s175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance [working together to safeguard children 2023 - Search](#) contained in the DfE's statutory [Keeping children safe in education](#).

Key Personnel:

The Designated Safeguarding Lead (DSL) is Mr E. Rowberry

Contact details: **Ed Rowberry**

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The deputy DSL(s) are Mr N. Straw (HT), Miss A. Chapman (SMHL and acting SENDCO) and Mrs K. Freeman.

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The nominated safeguarding governor is Mrs R. Delmore.

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The Headteacher is Mr N. Straw.

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The Chair of Governors is Mr N. Pagett.

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The SPOC (Single Point of Contact Prevent Lead) is Ed Rowberry.

Contact details:

Email: RowberryE@woodfield.bmat.co.uk or safeguarding@woodfield.bmat.co.uk

Telephone: 0152527081 (ext. 4109)

Other named staff and contacts:

- Designated Teacher for Children in Care - Alison Chapman
- Online safety Co-ordinator – DSL Ed Rowberry and Online Safety Champion Elle Cross
- LGB Gender Questioning Champion - DSL Ed Rowberry and Polly Grimsley
- Safeguarding in Education Adviser, WCF Denise Hannibal
- Local Authority Designated Officer/Position of Trust
- Prevent Lead and Chanel Chair Practitioner - Paul Kinsella
- Family Front Door: **01905 822666** (core working hours)
- Out of hours or at weekends: **01905 768020**

[Refer to Children's Social Care | Worcestershire County Council](#)

To submit an online Cause for Concern notification log onto:

[NSPCC's whistleblowing advice line](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: [NPCC - Search](#)

[when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#)

1. Introduction

- 1.1 Woodfield Academy fully recognises the contribution it can make to protect and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.
- 1.2 Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.
- 1.3 This policy is also based on the following legislation:
 - Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
 - [Keeping Children Safe in Education](#) – please see DfE website for the most updated version.
 - The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record (SCR) and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
 - Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
 - The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
 - Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
 - The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
 - Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at
- Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at [Charity Commission Guidance](#)
- [NSPCC's whistleblowing advice line](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by our school. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

Our staff are aware of:

1.4 West Midlands Procedures - [West Midlands procedures](#)

Within the West Midlands, there are twelve local areas that collaborate with regards to child safeguarding procedures. With the introduction of Working Together to Safeguard Children 2023, each local area's multi-agency safeguarding arrangements are led by the statutory safeguarding partners/organisations: local authorities, clinical commissioning groups and the police.

Working Together to Safeguard Children (2023) requires the safeguarding partners to publish a threshold document which sets out the local criteria for action when an early help response and the criteria for making a referral to local authority children's social care. Effective early help relies upon local organisations and agencies working together to

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of all children The terms 'early help' and 'early intervention' are often used interchangeably, and this can cause confusion.

The Department for Education and Ofsted both use the term 'Early Help' and this has also been adopted by Worcestershire, The Trust and Trust Schools. The term refers to the support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing the right help at the earliest opportunity can help to solve problems before they become more pressing and complex and avert the need for statutory intervention later on in their life. This policy is intended to assist professionals to make decisions about how to respond to the needs of the children, young people and families they are in contact or working with. It is not intended to be prescriptive or exhaustive or is a definitive way to open or close a gateway to a particular service or range of services. Every child and family are unique, and their needs should be considered on a case-by-case basis and decisions made using professional judgement, supported by this guidance

- 1.5 Staff have regard to the DfE statutory guidance 'Relationships education, relationships and sex education (RSE) and health education' (for teaching until 31st August 2026) [Relationships and sex education \(RSE\) and health education - GOV.UK](#) by including opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which came into force from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. DfE advice for schools:
- Teaching online safety in schools
 - UK Council for Internet Safety (UKCIS) 27 guidance: Education for a connected-world
 - National Crime Agency's CEOP education programme: Thinkuknow
 - Public Health England: Rise Above
- 1.6 This policy applies to all staff, governors, trustees, volunteers and visitors to the school. Child protection is the responsibility of all staff. We will ensure that we will comply with our duties under all relevant legislation We will ensure this policy and our procedures are effective and comply with the law at all times, this includes training for all staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents/carers.
- 1.7 In our school and Academy Trust will ensure we facilitate a whole school approach to safeguarding. Ultimately, all our systems, processes and policies will operate with the best interests of the child/children at their heart. Where there is a safeguarding concern, our Trustees and Governing Bodies and school/college leaders should ensure the child's wishes and feelings are sought and taken into account when determining what action to take and what services to provide. Systems are be in place for children to express their views and give feedback.
- 1.8 Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.
- 1.9 We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) about safeguarding processes and procedures, as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedure is available on our Website.
- 1.10 All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.
- 1.10.1 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

1.10.2 Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#)

1.11 The school has made its staff aware of the obligation under the Human Rights Act.

1.11.1 The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

1.11.2 Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

1.11.3 Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at [Equality Act 2010: advice for schools](#) -

Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

2. School Context

2.1 All schools within the Bordesley Multi-Academy Trust are required to adopt the Trust’s centrally developed Safeguarding and Child Protection Policy. The Trust does however recognise the uniqueness of each of its schools and the different contexts that they serve; be that location, demographics, phase of education or other factors.

2.1 Woodfield Academy’s context is as follows:

Woodfield Academy is a 9 -13 Middle (deemed Secondary) school in central Redditch. Pupils come from Woodrow, Greenlands, Lodge Park and the surrounding area feeding in from three main First Schools. There were 574 pupils on roll during the last academic year, presenting with a higher-than-average number of pupils who are disadvantaged. The number of pupils in each category is: PPG, 42% EAL 25% and EHCP 3%. There were 2 LAC pupils on role.

The school were inspected by Ofsted in November 24 in which Safeguarding was judged to be effective. Ofsted report that staff are knowledgeable about the safeguarding risks that pupils may face. They report any concerns they have to leaders, who respond to these appropriately. Leader’s support those at risk of harm well, working with external agencies to gain support for their pupils. Pupils learn how to keep themselves safe online. Leaders make sure that they carry out all the necessary checks on adults in the school.

The school maintained this judgement during a Safeguarding Audit and Review completed by the CEO and Deputy CEO of Bordesley MAT and a subsequent review by Brightcore Consultancy. The finding’s suggested leaders have created a clear culture of safeguarding and pastoral care.

2.2 Following reflection and analysis of previous safeguarding records Woodfield Academy has identified the following safeguarding areas of concerns for the current academic year.

- Emotional Health and Wellbeing including Self-Harm and Suicidal Thoughts
- Social Media and Online safety
- Parenting Capacity

2.3 To support these identified school specific concerns Woodfield Academy has/is planning to meet the needs of pupils at risk to these concerns by tailoring provision as follows:

Area of Concern	Training	Processes & Interventions
Emotional Health and Wellbeing - Self-Harm - Suicidal Thoughts	PACE Approach (Teaching and Support staff) NHS Pupil Sessions - Transition Emotionally - Staying Healthy Health - Mental Awareness	NHS Mental Health Practitioner TISUK Practitioner CAMHS Touchstones Bereavement Clinical Psychologist MH First Aiders Nurture School Employed Family Support Worker Peer Mentoring
Social Media and Online safety	National Online Safety Teachers of RSE	Walk-Ins on Online Safety Assemblies Jigsaw Curriculum Nurture & PSU #wakeupdnesday
Parenting Capacity	Harmony in the Home (DSL Training)	School Employed Family Support Worker Start Well Parenting Workshops

2.4 In order to implement safeguarding requirements effectively, the school has four Designated Safeguarding Leads and a number of staff who support safeguarding processes within the academy.

School Role	Responsibility
DSL Assistant Headteacher	Managing Safeguarding Processes Safer Recruitment Staff Training and CPD Multiagency Liaison Prevent Lead Child Exploitation GET SAFE L SCR Monitoring and Filtering Attendance Lead RSE
DDSL Pastoral Manager	Safeguarding Processes Multiagency Liaison
DDSL Senior Teacher	Mental Health Trauma Informed Practitioner Multiagency Liaison Peer Mentoring
DDSL Headteacher	Allegations Against Staff SCR Safer Recruitment
Online Safety Co-ordinator	Monitoring and Filtering Curriculum
Head of PSHRE	RSE Curriculum
LGBTQ Champion	Support for pupils and parents
Operations Manager	SCR Administration Safer Recruitment Processes Administration in support of BMAT HR
SENDCO	LAC Teacher Oaks & SEND Provision
Behaviour and Pastoral AHT	Pupils Support Unit Nurture

3. Safeguarding Commitment

3.1 Woodfield Academy adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

3.2 The school will therefore:

- Establish and maintain an ethos where staff create a culture where pupils can speak out or share any concerns.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities (specifically through PHSE/ICT) which equip children with the skills they need to stay safe from abuse, neglect and exploitation within or outside the home (including online) and to know where to get help.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s128). For senior leaders in Academies and for Governors in maintained schools (Since September 2018). In addition, as part of our shortlisting process we will carry out an online search as part of our due diligence on the successful candidate, prior to appointment. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant. We will inform shortlisted candidates that online searches will be done as part of due diligence checks. See Part two - Legislation and the Law for information on data protection and UK GDPR
- As Education Safeguarding Practitioners, we will liaise with the three safeguarding partners in line with Working Together 2023
- Criminal history and suitability to work with children information will only be requested from applicants who have been shortlisted.
- Within our local area statistics, as of June 2025, show that
 - ‘Violence & Sexual Offences’
 - Anti-Social Behaviour
 - Criminal Damage & ArsonAre the three highest crimes committed and therefore, are a particular focus for our school. Data taken from: <https://www.crime-statistics.co.uk>

3.3 Safeguarding in the Curriculum - Woodfield Academy school threads safeguarding through the curriculum by intentionally embedding lessons on personal safety, healthy relationships, and staying safe online across various subjects, ensuring students develop the knowledge and skills necessary to identify risks and seek help. [Specific Details can be found in 3.4 of this document].

In our school children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

A document providing a broad and balanced curriculum, through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

Children are taught about how to keep themselves and others safe, including online. The following areas are among those addressed in PSHE/SRE and in the wider curriculum.

Safeguarding Across the Curriculum 2025-26

Woodfield Academy integrates key **Safeguarding topics** into the wider curriculum through **assemblies and themed weeks**. While we aim to plan these events annually, content is adjusted to meet the emerging needs of our pupils and local community. We also often invite **guest speakers** (e.g., Police, NHS) to cover some of these topics with individuals or groups.

Upcoming examples include:

- World Mental Health Awareness 'Hello Yellow' – Oct 2025
- Anti-Bullying Week/ Odd Socks Day – Nov 2025
- Road Safety Awareness – Nov 2025
- Safer Internet Day – Feb 2026
- Water Safety and Drowning Prevention Week – Jun 2026

It is often necessary to need to adapt to the emerging needs of our pupils and local/national context around core topics. Through assemblies where we may invite guest speakers to support covering the following areas (where appropriate to our learners):

- Child on Child (Formerly known as Peer-to-Peer Abuse)
- Domestic Abuse
- Stranger Danger
- Sexual Violence and Sexual Harassment
- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Drugs and Alcohol Substance Abuse
- Bullying/Cyber Bullying

In addition to the above topics, they are further scheduled to be taught within the subject areas and revisited throughout pupil's time at Woodfield as part of their curriculum offer. Topics are labelled such as, 'Relationships' which refers to the long-term plan created by Heads of Department and used by faculty teachers planning and delivering sessions. Therefore the below information should be read in conjunction with each topic's intent and implementation statements.

Bullying/Cyber Bullying

In PSHRE, Bullying is covered in: 'Being Me in My world and 'Celebrating Difference' 'Me in My Community' Relationships' and 'Celebrating Difference'. During Computing lessons, KS2 pupils learn about acceptable use and cyberbullying particularly how to report and get support to stop it. In KS3, pupils continue to learn about keeping safe online, recognising the risk associate with their online presences and how to report instances of cyberbullying and how to report and get support.

Drugs, Alcohol and Substance Abuse

In Science, this topic is covered in Health and Heart looking at: Alcohol, Drugs, Smoking, Medicines and how they may affect the body. It is also covered in 'looking at the effects of Alcohol/Drugs on a developing foetus'. Alcohol abuse is taught through PSHRE lessons in 'Healthy Me'. Drug abuse is taught in 'Healthy Me and Substance abuse is taught in 'Healthy Me'. In Year 8 Substance misuse and exploitation is taught in 'Healthy Me'.

Online Safety / Mobile technologies

In German, pupils briefly cover online safety when they look at technologies at the end of Year 7. In Design Technology, pupils are reminded of online safety – particularly in the use of internet searches – as they carryout research for their designs. This happens through-out their time at Woodfield. In PSHRE, pupils learn about being safe online in 'Relationships'. This is developed in Year 6 when they revisit online safety and using technology responsibly taught in 'Relationships'. Again, this is developed in Year 7 when pupils study Online identity and consequences of online actions taught in 'Being Me in My World'. Online safety with a particular focus on social media is taught in 'Relationships' and 'Dreams and Goals'.

Again, in Computing pupils across all year groups study Online Safety and the use of Mobile Technologies as follows: Y5 - Spring 1 Code.org have inbuilt resources covering digital footprints and we deliver a discreet lesson alongside and in Summer 1 there is a discreet lesson about digital footprints and the difference between private and personal information (what is safe/not safe to share) and how to manage information shared online. In Year 6 - Autumn 1, pupils discuss effective and safe communication and in Autumn 2 - code.org recaps this within the resources. Y6-Spring 1 - discuss the impact of using too much technology (digital wellbeing) and in Summer 1 - discuss the dangers of online gaming and how to stay safe and maintain a good balance (digital wellbeing). In Y7 Autumn 2 - code.org build resources about safe sharing and digital identity and Y7- Spring 2 – cybersecurity - discuss scams and malicious activity they are at risk to and how to stay safe. Then recapped in a comprehension task. In Y8 - Spring 1 Cybersecurity - looking at social engineering and how technology tries to "hook" you. How to protect privacy online. How to reduce risk. Spring 2 - code.org inbuilt resources on digital footprints again, building on prior learning. The theme of digital footprints, digital wellbeing, cybersecurity and online relationships are discussed regularly in the walk-in tasks for all year groups. Therefore, where there is a unit not focusing directly on one of these, it is still taught and referred to regularly.

Stranger Danger

At Woodfield we build on the vital knowledge of 'Stranger Danger' that is explicitly taught during a pupils EYFS years. During PSHE, Computing and Assemblies pupils are taught about the dangers of 'strangers' in a variety of contexts such as 'Online, Phishing Scams, Catfishing etc' to support them as they grow and explore the world as young but vulnerable adults.

Fire and Water Safety Water Safety
is covered in Geography, 'Raging Rivers' where pupils understand the importance of keeping themselves and others safe. In Science, Fire Safety is covered across all year groups in the start of year safety/lab rules session but only in the context of a lab. Combustion and the Fire Triangle are also covered. In DT (Food Technology) Fire safety is taught in relation to cooking equipment and the dangers associated.
Child on Child
Child on Child (Previously Peer on Peer) is explicitly taught in the 'Relationships', 'Healthy Me', 'Changing Me' & 'Celebrating Difference' section of the PSHE curriculum. Pupils are taught what it means, recognising signs and knowing how to report concerns.
Sexual Violence & Sexual Harassment
The topics of 'Sexual Violence & Harassment' is taught through the PSHRE curriculum via the topics of 'Being Me', 'Celebrating Difference', 'Healthy Me' and 'Relationships'. It is further taught explicitly through other channels whilst educating pupils how to get support and raise concerns they may have.
Road Safety
In Science, this topic is touched on briefly in 'Forces' with concept of more speed = more force. Through activities such as Bike-ability, road safety is further taught. School trips, such as the reward Cinema trip further teach road safety awareness whilst walking to the cinema.
Domestic Abuse
The topics of 'Domestic Abuse' is taught through the PSHRE curriculum via the topics of 'Being Me', 'Celebrating Difference', 'Healthy Me' and 'Relationships'. Domestic Abuse is also taught in the English Curriculum through certain age-appropriate texts that are read. Domestic Abuse is also taught explicitly through other channels whilst educating pupils how to get support and raise concerns they may have.
Healthy Friendships/Consent
Healthy Relationships including Consent, Sexual Violence and Sexual Harassment and Domestic Abuse is taught In PSHRE, pupils study this topic throughout their time at Woodfield, often revisiting it within the same year. Pupils cover Healthy Relationships and Consent in 'Healthy Me'; Age of consent taught in 'Changing Me'; Healthy Friendships taught in 'Changing Me'; Consent taught in 'Relationships'; Being in control of relationships is taught in 'Relationships'; and Non-consensual sex taught in 'Changing Me'. In Science, the Human Body is covered as a purely biological function in science looking at the functions of the reproductive organs and foetal development in and puberty.
So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
Within the PSHE curriculum HBV & FGM are taught through 'Being Me', 'Healthy Me', 'Changing Me' & 'Relationships'. In KS2 the rationale is to ensure that pupils are aware of the dangers and that it is not always correct to keep secrets if it relates to being safe, to teach that each person's body belongs to them and the difference between appropriate and inappropriate or unsafe physical contact, to teach how to report concerns or abuse.

In KS3 the rationale is to teach being Safe: Pupils should know the concepts of, and laws relating to FGM, and how these can affect current and future relationships. To teach pupils to be aware of the relevant legal provisions when relevant topics are being taught.

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014))

Extremism is covered in RE - 'What is good and what is challenging about being a Muslim Teenager in Britain today?'.
Fundamental British Values are further taught to enable pupils to develop their self-knowledge, self-esteem and self-confidence. It further allows our pupils to distinguish between right and wrong and to respect civil rights.

Child Exploitation of Children

During PSHRE Exploitation is taught explicitly in 'Healthy Me'.

Discrimination

Discrimination is covered in Humanities, in Year 5, pupils learn about Black and British history and how important it is to celebrate diversity. Through the History topic - Power Part 2 'Trans-Atlantic slave trade' and through 'Dark Tourism' pupils learn about the Holocaust and the importance of accepting difference.

In RE, in Year 8, pupils learn about Islamophobia. In the English curriculum, Discrimination is studied when discussing themes in The Terrible Fate of Humpty Dumpty focussing on the concept of differences and stereotypes. During KS3 Art pupils cover racism and stereo types. Pupils also look at Political issues relating to illegal immigration through Banksy's Street art.

- 3.4 The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse, neglect or exploitation in pupils with Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

4. Roles and Responsibilities

4.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school (Designated Safeguarding Leads/safeguarding team). Staff are aware that they may need to work with other services as needed and assist in making decisions about individual children.

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and 'think beyond the obvious'. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they might not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They take account of the 'one chance rule' in relation to honour based violence issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the safeguarding team to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

4.2 Trustees & Local Governing Body

Before an individual becomes a Trustee the Secretary of State will:

- carry out an enhanced DBS check; and obtain an enhanced DBS certificate where applicable (either including or not including barred list information as appropriate);
- confirm the individual's identity; and
- if the individual lives or has lived outside of the UK, where making an enhanced check is insufficient, such other checks as the Secretary of State considers appropriate.

In the case of an academy trust, including those established to operate a free school, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Academy trusts, including those established to run a free school, have the same responsibilities as all independent schools in relation to requesting enhanced DBS certificates for permanent and supply staff. Where an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust must require DBS checks on all delegates and all member of such committees. Academy trusts must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction.

In accordance with the Statutory Guidance “Keeping Children Safe in Education” Bordesley Multi Academy Trust will directly, or indirectly through delegation to the school’s Local Governing Body, ensure that:

- Child protection/safeguarding policy, procedures and training in place which are always effective and comply with the law. The policy is made available publicly.
- We will ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our schools are effective and support the delivery of a robust whole.
- The policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- Trustees and Local Governors have an enhanced criminal records certificate from the DBS.
- We carry out a section 128 check for Trustees and school governors, because a person subject to one is disqualified from being a Trustee or Governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency’s (TRA)
- We check if a person we recruit as a Trustee or Governor is barred because of being subject to a section 128 direction.
- We operate safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities. This is explicit in the role holder’s job description as stated in KCSIE Annex C.
- Our Governing Body ensures the Designated Safeguarding Lead has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively. We ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.

- The Designated Safeguarding Lead undertakes effective recognised safeguarding training through Brightcore Consultancy (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (half termly) via update training, National College online courses and safeguarding e-briefings etc.
 - The appropriateness of any filtering and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The Department for Education's [filtering and monitoring standards](#) set out that schools and colleges should:
 - Identify and assign roles and responsibilities to manage filtering and monitoring systems.
 - Review filtering and monitoring provision at least annually.
 - Block harmful and inappropriate content without unreasonably impacting teaching and learning.
 - Have effective monitoring strategies in place that meet their safeguarding needs
2. Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. As such, Bordesley Multi Academy Trust schools undertake an annual audit of their provision using the South West Grid for Learning swgfl.org.uk to check that schools meet the Cyber security standards for schools and colleges.GOV.UK [tool](#). Broader guidance on cyber security including considerations for governors and trustees can be found at National Cyber Security Centre - NCSC.GOV.UK

Governors review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting these standards and regularly review the effectiveness of these systems.

The Prevent duty Departmental advice for schools and childcare providers and Home Office Additional guidance on filtering and monitoring can be found at: [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 and Annex B of KCSIE for those working directly with children). All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body and Trust and will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO).

- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers.
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit)
- Our Trust and school Local Governing body ensure that children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2023 including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through our school early help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WSCP).
- Our Trustees and Local Governing Body and proprietors are aware of UK GDPR that among other obligations, the Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure in Data protection. [data protection toolkit for schools - Search](#)
- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head and DSL they should assess the level of risk within the school and put actions in place to reduce that risk

4.3 Head Teacher

The Head Teacher will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice regarding children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

4.4 The Designated Safeguarding Lead

The Trust and Governing bodies ensure an appropriate senior member of staff from the school or college leadership team is appointed to the role of Designated Safeguarding Lead. The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. The DSL should be equipped to understand the critical importance of recording, holding and sharing information effectively:

- Both within the school and with other schools and colleges on transfer including in-year transfer, and with safeguarding partners, other agencies and practitioners.
- Understand relevant data protection legislation and regulations and
- Be able to keep detailed, accurate, secure records for all concerns including the rationale for those decisions and where referrals were or were not made to another agency.

It is a matter for individual schools as to whether they choose to have one or more deputy Designated Safeguarding Leads. Deputy DSLs are trained to the same standard as the DSL. The DSL and deputy DSLs are also referred to as the 'Safeguarding Team'.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection as set out above, remains with the DSL. This responsibility should not be delegated.

The safeguarding team will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC (National Police Chief Council)- 'When to call the police' should help DSLs understand when they should consider calling the police and what to expect when they do.

During term time, a member of the safeguarding team will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. During out of school hours please email: rowberry@woodfield.bmat.co.uk, contact the school main number: [01527 527081](tel:01527527081), or the Safeguarding hotline 07429832697. KCSiE Annex C

The safeguarding team undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. (Brightcore DSL training is annual and ongoing)

In addition to formal training as set out above, their knowledge and skills are continually updated in different formats such as the use of e-bulletins, meeting with the Trust Safeguarding Lead and other DSLs and taking time to read and digest safeguarding developments at regular intervals and at least annually, to keep up with any developments relevant to the role.

The names of the safeguarding team (DSLs) for the current year are listed on page 5 of this document.

All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

5. What School and College Staff Need to Know

All staff within our school are aware of systems which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding and Child Protection Policy.
- Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudiced based and discriminatory bullying).
- Staff code of conduct which includes low level concerns, allegations against staff and whistleblowing plus acceptable use of technologies including the use of mobile devices, staff/pupil relationships and communications including the use of social media.
- Safeguarding response to children who go missing from education.

Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). Copies of policies including this one and a copy of Part one and Annex B or Annex A (the condensed version of Keeping Children Safe in Education Part 1.).

- **All our** staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – at induction. The training should be regularly updated. In addition, **all** staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
- All our staff will be aware of their local early help process and understand their role in it.
- All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All our staff should be 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.
- All our staff know what to do if a child tells them he/she is being abused, exploited, or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
- All our staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

Abuse, Neglect and Exploitation

All our staff are aware of indicators of abuse, neglect and exploitation. As part of our safeguarding training, staff know what signs to look for to identify early signs of abuse and neglect and specific safeguarding issues such as child criminal exploitation, child sexual exploitation and harmful sexual behaviours to safeguard children who may be in need of help or protection. If staff are unsure, they always speak to the designated safeguarding lead, or deputy.

All our staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.

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

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

Staff are made aware that 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 is categorised as sexual abuse. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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.

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

6. Records, Monitoring and Transfer

- 6.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 6.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 6.3 Child protection records are stored securely, with access confined to specific staff, e.g., safeguarding teams and the Headteacher.
- 6.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g., child who repeatedly goes missing) and ensuring these are acted upon. These files are recorded on MyConcern which holds a chronology of significant events.
- 6.5 Where children leave the school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt should be obtained, this will be transferred separately from the main pupil file.

The receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

- 6.6 A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher.

7. Whole school approach to Safeguarding

Woodfield Academy will ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, Trustees, Trust Officers and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

What school staff will do if they have concerns about a child

Our staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, we act on them immediately. If staff have a concern, we follow our organisation's procedures as documented in Section 4 of this policy

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes.
- undertaking an early help assessment; or
- making a referral to statutory services, as the child might be in need, is in need or suffering, or is likely to suffer harm.

Early Help

Any child may benefit from early help, the school is experienced and appropriately trained to early identify the potential need for early help and to provide help and support to meet the needs of children as soon as problems emerge. This may include 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
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

The Early Help Offer is accessible on our school website, as part of our early offer, we support children and young people by completing an early help assessment.

[Worcestershire Children First Early Help information page](#)

Multi-agency working

The school recognises that we have a pivotal role to play in multi-agency safeguarding arrangements. Our Trustees and Local Governing bodies ensure that we will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children

In our school our leaders/governing body understand our local safeguarding arrangements and work with partners from Worcestershire Children's safeguarding partnership WSCP to safeguard and promote the welfare of local children, including identifying and responding to their needs. The Worcestershire County Council (WCC) Head teacher safeguarding steering group who is represented by all phases of education are part of our WSCP and make all schools/colleges aware and follow the local arrangements for local protocol and assessment policies and procedures. We are also prepared to supply information as requested by the safeguarding partners.

Our school works with WCC social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

In our school we allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

8. How to Report a Safeguarding or Child Protection Concern

- 8.1 Woodfield Academy adheres to child protection procedures that have been agreed locally through the [Safeguarding Worcestershire](#)
- 8.2 Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [Levels of Need\(Thresholds\) - Worcestershire Safeguarding Boards \(safeguardingworcestershire.org.uk\)](#)
- 8.3 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 8.4 All concerns about a child or young person should be reported without delay using MyConcern
- 8.5 The safeguarding team will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.
- 8.6 All referrals will be made in line with [local procedures](#) as detailed on the WCC website.
- 8.7 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the safeguarding team and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 8.8 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
 - the situation is an emergency and the safeguarding team and the Headteacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.

Staff should always follow the reporting procedures outlined in this policy in the first instance, however, they may also share information directly with Children's Services, or the police if: Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.

9. Support for specific safeguarding concerns

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

9.1 Children Absent from Education

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school's response to children missing from education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

Unexplainable and/or Persistent Absences from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.

- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: **Children Missing Education (CME)**

- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14- to 16-year-olds in Further Education and Sixth Form Colleges.

- general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy.

Children at risk of missing in education are:

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school

- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home

The law requires all children between the ages of 5 and 16 to be in full time education.

Our school duties, regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance:

- [Statutory guidance children missing in education](#)

Bordesley Multi-Academy Trist schools will follow the DfE guidance 'Working together to improve school attendance' including with the local authority children's services where school absence indicates safeguarding concerns.

9.2 Elective Home Educated

Many home educated children have a positive learning experience. The school expects the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Elective home education can mean that some children are not in receipt of suitable education.

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

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

9.3 Children with parents or carers in custody, or those affected by parental offending

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. <https://www.nicco.org.uk/>

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to

support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

9.4 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. This may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. This may occur through violence or the threat of violence. A victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who have been the perpetrator or alleged perpetrator of serious violence (as well as the victim)
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

9.5 Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. This may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

9.6 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

If Woodfield Academy identifies a child may be at risk of exploitation, the designate safeguarding lead will work with and support and consider completion of a GET SAFE risk assessment which will be referred to Worcestershire Children First get safe team for further assessment and support. The designated safeguarding lead will also consider referral to Worcestershire children first family front door as part of our schools and local safeguarding procedures. More information can be found : [Get Safe - keeping children and young people safe from criminal exploitation](#)

9.7 Domestic abuse

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

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Where we identify a victim of domestic abuse being high risk, we will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

9.9 Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Operation Encompass helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the school (Safeguarding Team) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

The DSL's responsibility – the DSL should:

- View the Operation Encompass website (www.operationencompass.org) for further information;
- Ensure the Operation Encompass referral record document is retained in the same way as other child protection documents, in a secure place;
- Identify and brief a colleague who can deputise in his/her absence;
- Ensure that all teaching staff are aware of Operation Encompass and understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information;
- Inform parents that the school is part of Operation Encompass (using the template letter supplied);
- Inform the Governing Body that the school is part of Operation Encompass and the Governor with responsibility for safeguarding should have a working knowledge of the principles;
- Include details of Operation Encompass on the school website to ensure that all new parents are informed of the school's involvement.
- Display Operation Encompass posters around the school.

9.10 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The safeguarding team are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the safeguarding team should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation.

Modern Slavery

Modern Slavery and the National Referral Mechanism (NRM) Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in [Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

9.11 'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Actions

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

9.12 FGM mandatory reporting duty for teachers

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

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's safeguarding team and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

9.13 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. Further information on this is available in Forced Marriage Guidance 2023. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Further information can be found at: [2023 Forced Marriage Guidance](#)

What should schools do? The school will contact Children's social care via the Family Front Door (FFD) when they have a concern about a child, they should contact Family Front Door if the concerns are based on more concrete indicators – i.e., the child says this is going to happen to them, or disclosure that it has happened to them or to another sibling – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- Contact the parents before seeking advice from children's social care;
- Make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM and Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

9.14 Preventing radicalisation

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence and may involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.
- 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.

As defined in the Government's Counter Extremism Strategy

<https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales,

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000),

<http://www.legislation.gov.uk/ukpga/2000/11/contents>

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

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting>

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

The school's safeguarding team is aware of local procedures for making a Prevent referral. The DfE has a dedicated helpline , 020 7340 7264 which School staff can call to raise concerns about extremism with respect to a pupil. Staff can also email: counter.extremism@education.gov.uk

9.15 The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty, the need to prevent people from becoming terrorists or supporting terrorism.

The Prevent duty is seen as part of schools' wider safeguarding obligations. The safeguarding team and Senior Leaders have familiarised themselves with the revised [Prevent duty guidance: for England and Wales](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales), The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. DfE guidance on managing risk of radicalisation in an educational setting can be found at:

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/managing-risk-of-radicalisation-in-your-education-setting#:~:text=Guidance,7%20September%202023>

9.16 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A member of the safeguarding team may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages Guidance on Channel is available at: [Channel guidance](https://www.gov.uk/government/publications/channel-guidance).

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
- [Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

9.17 Relationships and Sex Education

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory from September 2020. The 2025 statutory guidance can be found here: [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

The following resources may be helpful:

- [Child Exploitation and Online Protection command](#): is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)
- Support from specialist sexual violence sector organisations such as [Rape Crisis](#) or [The Survivors Trust](#)
- The Anti-Bullying Alliance has resources to support victims of sexual and sexist bullying. [Sexual and sexist bullying \(anti-bullyingalliance.org.uk\)](#) Schools should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:
- The UK Safer Internet Centre provides an online safety help line [Homepage - UK Safer Internet Centre](#) for professionals at 0344 381 4772. The helpline provides expert advice and support for school and college staff with regard to online safety issues
- [Internet Watch Foundation](#): If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- [Childline/IWF Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- [UKCIS Sharing nudes and semi-nudes advice](#): Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

- [Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- [LGFL 'Undressed'](#) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- Public Health England: Rise Above Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Children who are lesbian, gay, bisexual or gender questioning

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

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It 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. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

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

Child on Child Sexual Violence and Sexual Harassment

Our staff are aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Our staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding Child on Child abuse they should speak to their designated safeguarding lead (or deputy).

Our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boy being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:

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

Our staff are clear as to the school’s policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

They will be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Our staff are aware of the range of risk factors which increase the likelihood of involvement in 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. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance](#).

9.18 Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to-face (both physically and verbally) and are never acceptable.

Our staff are aware of the importance of:

- making clear that there is a **zero-tolerance** approach to sexual violence and sexual harassment, that it is **never** acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

Ultimately, it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Sexual violence

Our staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school/college. When referring to sexual violence in this advice, we do so in the context of child-on-child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/136 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Further information about consent can be found here: <https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be exhaustive, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature

- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos.¹⁴² Taking and sharing nude photographs of those aged under 18 is a criminal offence. <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> provides detailed advice for schools and colleges.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online.

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.

The response to a report of sexual violence or sexual harassment. The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the safeguarding team. Additional advice and support

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

The school understands the importance of considering sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this policy. **HSB can occur online and/or face-to-face and can also occur simultaneously between the two.** HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE 2025. The school's designated safeguarding lead (and their deputies) have a good understanding of HSB which forms part of their safeguarding training. This aids in planning preventative education, implementing preventative measures, and informs the drafting and implementation of this policy. As such, the school's approach to safeguarding pupils from sexual violence and sexual harassment is incorporated into this child protection policy.

The school is aware that HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Preventing abuse

The school's DSL and DDSL have knowledge of local agency processes and what support can be accessed when sexual violence or sexual harassment has occurred and liaise with police and children's social care as appropriate.

They are confident as to what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and know how to request access to this support when required. Further information on specialist support and interventions can be found in Annex B of KCSIE 2024 in the additional advice and support section under "sexual violence and sexual harassment".

Responding to reports of sexual violence and sexual harassment

The school carefully considers any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's/ college's duty and responsibilities to protect other children;

In our School we recognise the term 'victim' to refer to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s).' Though they caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim, however, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school/college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

Options to manage the report

The school will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required. The following will be considered when managing any reports of sexual violence and/or sexual harassment.

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

There are four likely scenarios for schools to consider when managing any reports of sexual violence or sexual harassment. These are:

- Manage Internally

Usually following a one-off incident through utilising the school behaviour policy and providing pastoral support.

- Early Help

In line with managing internally, the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. Full details of the early help process can be found in <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- Refer to local authority social care

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local authority children's social care.

- Report to the Police

Any report to the Police will generally be in parallel with a referral to local authority children's social care.

Ongoing response

Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegation(s) and the potential risk of further abuse. The school will be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- The DSL will carefully consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

- Pastoral staff are aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.
- Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as is reasonably possible). The school will respect and support this choice.
- Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. The school will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.
- It is therefore important that the designated safeguarding lead (and/or a deputy) knows how, when, and where to seek support on behalf of the victim.
- If the victim moves to another educational institution (for any reason), the school will inform the new educational institution of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens (and will discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.
- It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action. Consideration should be given as to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where identified extra teaching time and/or staff training will be delivered to minimise the risk of it happening again.

Safeguarding and supporting the alleged perpetrator(s)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school has a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.
- We will consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

- We will consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, and LGB gender questioning children are at greater risk. Children with disabilities are 3 times more likely to be abused than their peers.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Preventative Strategies

Child on Child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

9.19 Children with additional vulnerabilities

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, exploitation and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or a Deputy) and the SENCO or the named person with oversight for SEND in Woodfield Academy.

We consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).

And from specialist organisations such as:

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your [local IAS service \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send> and
- <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>

9.20 Protecting children online

The school is doing all that it reasonably can, to limit children's exposure to risk when using the school's IT system. As part of this process, the school has appropriate filters and monitoring systems in place.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. All staff are aware that abuse can take place solely online.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
- commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group APWG | Unifying The Global Response To Cybercrime

Governing bodies ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the school has taken into consideration the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring.](#)

The school endeavours to limit of children's exposure to the above risks from our IT system. We regularly review and monitor our effectiveness using the SWGfL 360 Safe tool and are taking appropriate action to meet the Cyber security standards. As a Bordesley Multi Academy Trust school we follow the Trust Cyber Security and Generative AI policies to safeguard pupils, staff and the wider school community against online threats. Our governing body ensures we have appropriate filters and monitoring systems in place and regularly review their effectiveness during monitoring visits. We ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

Whilst filtering and monitoring is an important part of the online safety picture for all schools to consider, it is only one part. The school has a whole school approach to online safety. This includes a clear policy on the use of mobile technology in the school. We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We have carefully considered how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.

Our governing body/proprietor are responsible and need to Insure the limit of children's exposure to the above risks from the school's or college's IT system. Our governing body/proprietor ensure our school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. We should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Our school recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose children to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. And where any indecent images have been shared that are AI-generated we will follow the guidance of the UKCIS on Sharing nudes and semi-nudes.

Information security and access management

Our governing body/trustees are directly responsible for ensuring the school has the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - [National Cyber Security Centre - NCSC.GOV.UK](https://www.ncsc.gov.uk)

Education at home

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education](#)

9.21 How to Report a Concern about an Adult (Allegations made against Staff about staff, including supply teachers, volunteers, and contractors)

We acknowledge that a pupil may make an allegation against a member of staff, including supply teachers, volunteers or contractors.

The school has its own procedures for dealing with allegations against a member of staff, supply teacher, volunteer or contractor. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance. It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors.

The initial response to an allegation

Where we identify a child that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children’s social care services and as appropriate the police immediately.

We will consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk, referring cases of suspected abuse to the local authority children’s social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the Local Authority Designated Officer (LADO), the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- apply common sense and judgement.
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

The school will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

The school is familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care services will be convened in accordance with the statutory guidance: [Working Together to Safeguard Children](#).

If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school/college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found on GOV.UK. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager.

Allegations/concerns that do not meet the harm threshold

Low level concerns about a member of staff will always be recorded. If there are concerns about Supply Staff or Contractors these should be reported to their employer to ensure that any pattern of inappropriate behaviour can be identified. Staff are also encouraged to feel confident to self-refer if they feel that they have been in a situation which could be misinterpreted as being compromising or if they feel that they may have behaved in a way that falls below the expected standards of professionalism.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be retained by the Head teacher and will reviewed regularly so that potential patterns of concerning behaviour can be identified. Should the level of concern reach the harms threshold the case will be referred to the LADO. Records will be retained until the individual ceases to be employed in the school.

Concerns or allegations that may meet the harm threshold

This part of the guidance is about managing cases of concerns/allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. In this part (section one) of the guidance reference is made to 'allegation' for ease. This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk.

Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A "case manager" will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

Where the school identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact local authority children's social care and as appropriate the police immediately as per the processes explained in Part one of this guidance.

There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the designated safeguarding lead (or a deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, schools should:

- apply common sense and judgement
- deal with allegations quickly, fairly and consistently, and
- provide effective protection for the child and support the person subject to the allegation.

Schools should ensure they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations
- did the individual, or could the individual have come into contact with the child
- are there any witnesses, and
- was there any CCTV footage?

These are just a sample of example questions. Schools and colleges should be familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority children's social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion GOV.UK. or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to local authority children's social care.

Where it is clear that an investigation by the police or local authority children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps with the case manager.

Supply teachers and all contracted staff

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.

Whilst the school are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social services. The school/college will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school/college, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using a supply agency, the school will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Governors

If an allegation is made against a governor, school/college will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Suspension

Suspension is not to be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager will seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to the children's social services.

Where the school is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at school, we will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. Woodfield Academy has clear policy on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at school, based on consultation with the LADO who will provide relevant information we receive from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the school's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children; redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school within the academy trust.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their advice. The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care services, and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

Non recent allegations

Where an adult makes an allegation to a school that they were abused as a child, the individual should be advised to report the allegation to the police. Non recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with local authority children social care and the police. Abuse can be reported no matter how long ago it happened.

9.22 Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures¹ if necessary.

9.23 The use of 'reasonable force' in schools and colleges

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

Departmental advice for schools is available <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

9.24 Private fostering - LA notification when identified

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will notify the Local Authority to allow the LA to check the arrangement is suitable and safe for the child.

See DfE statutory guidance [Children Act 1989 Private fostering](#) for comprehensive guidance on private fostering.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

¹ <https://westmidlands.procedures.org.uk/local-content/4qjN/escalation-policy-resolution-of-professional-disagreements>

9.25 Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school ensures that staff have the necessary skills, knowledge and understanding to keep looked after children safe.

Appropriate staff have the information about a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The designated teacher and safeguarding team have details of the child's social worker and the name of the Local Authority's Virtual Head for children in care.

9.26 Mental Health

All staff are aware that mental health issues 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. Staff, however, 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.

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

If staff have a mental health concern about a child that is also a safeguarding concern, they must report this to the safeguarding team.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. Woodfield Academy is committed to supporting and promoting positive health, wellbeing and resilience among all children and use a variety of resources to include those from Public Health England. Its resources include social media, forming positive promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. Click on [Rise Above for Schools](#) for links to all materials and lesson plans.

9.27 Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans)

Sometimes children may need a social worker due to safeguarding or welfare needs.

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

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools/colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, [‘Improving the educational outcomes of Children in Need of help and protection’](#) contains further information; the conclusion of the review, [‘Help, protection, education’](#) sets out action Government is taking to support this.

9.28 Alternative Provision

The school is aware of the additional risk of harm pupils may be vulnerable to and recognises that it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. The school regularly reviews the alternative provision placement (half-termly) to provide assurance that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative provision](#) - DfE Statutory Guidance
- [Education for children with health needs who cannot attend school](#)

9.29 Child Abduction and Community Safety Incidents

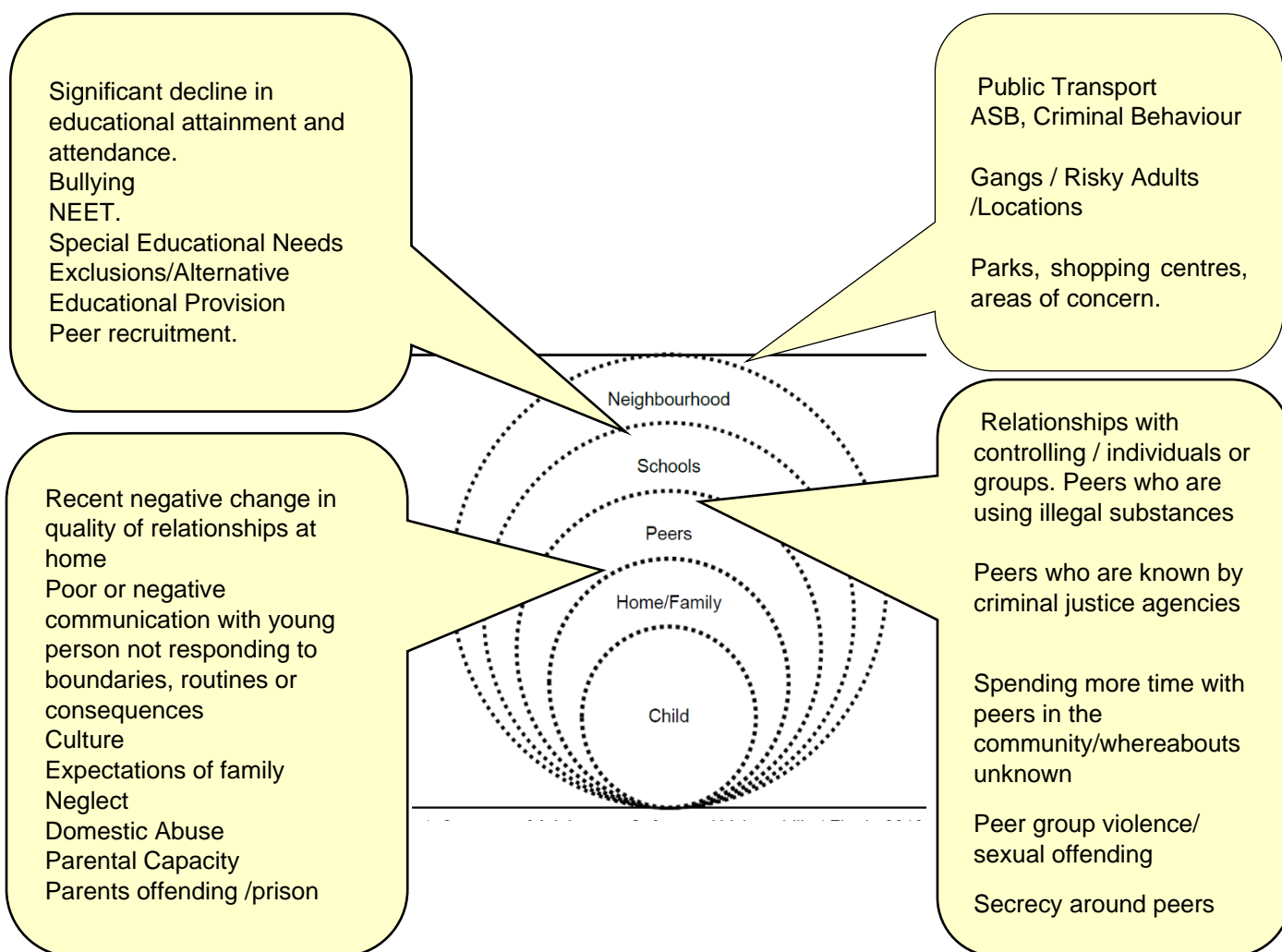
Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important we provide practical advice on how to keep themselves safe. As a school/college we provide outdoor-safety lessons run by our teachers or by local police staff. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [Home - Action Against Abduction](#)

10. Contextualised Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the safeguarding team, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.



11. Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be read in conjunction with the following policies (where applicable):

- Safer Recruitment and SCR Procedures Policy
- Behaviour Management
- Cyber Security
- Use of Generative AI
- Staff Code of Conduct
- Special Educational Needs
- First Aid and the Administration of Medicines
- Health and Safety
- Complaints Procedure
- Equal Opportunities
- Supporting Pupils/Students with Medical Conditions
- Looked After Children
- Whistleblowing
- Racist Incidents
- Anti-Bullying (including Cyber Bullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Sexual Violence and Sexual Harassment Policy
- Trips and Visits
- Work Experience and Extended Work Placements
- Healthy Relationships Education
- Site Security
- Safe and Appropriate Use of Images
- Toileting/Intimate Care
- Online Safety
- Extended School Activities
- Private Fostering
- Preventing Extremism and Radicalisation

Annex A - Logging a Concern

(All staff have been trained to log all concerns on MyConcern software programme, this form is for any staff unable to access IT systems or when they are not working.)

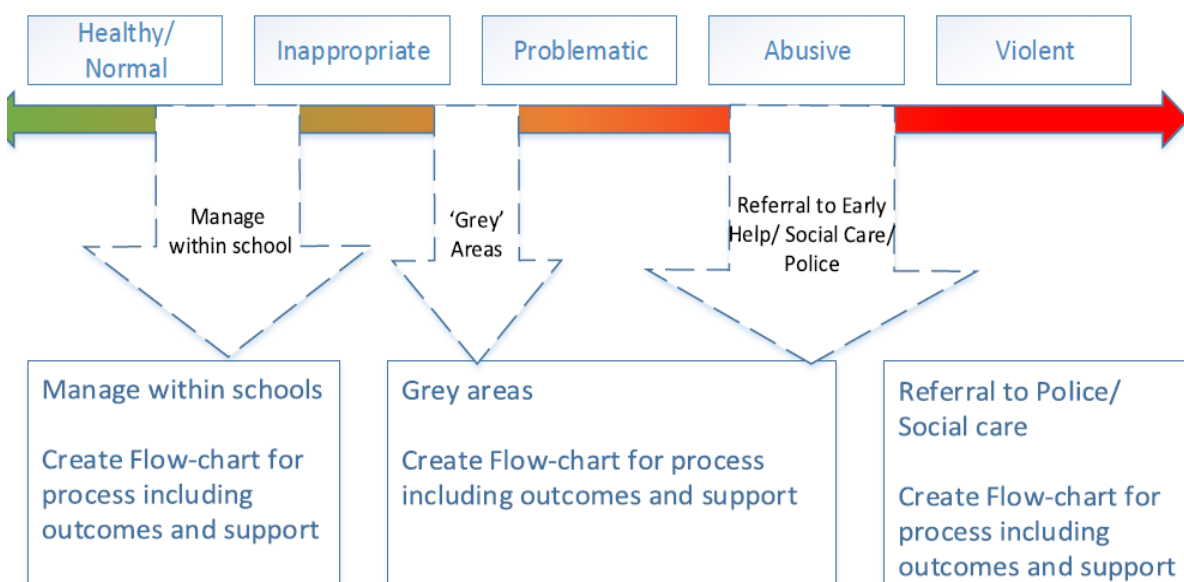
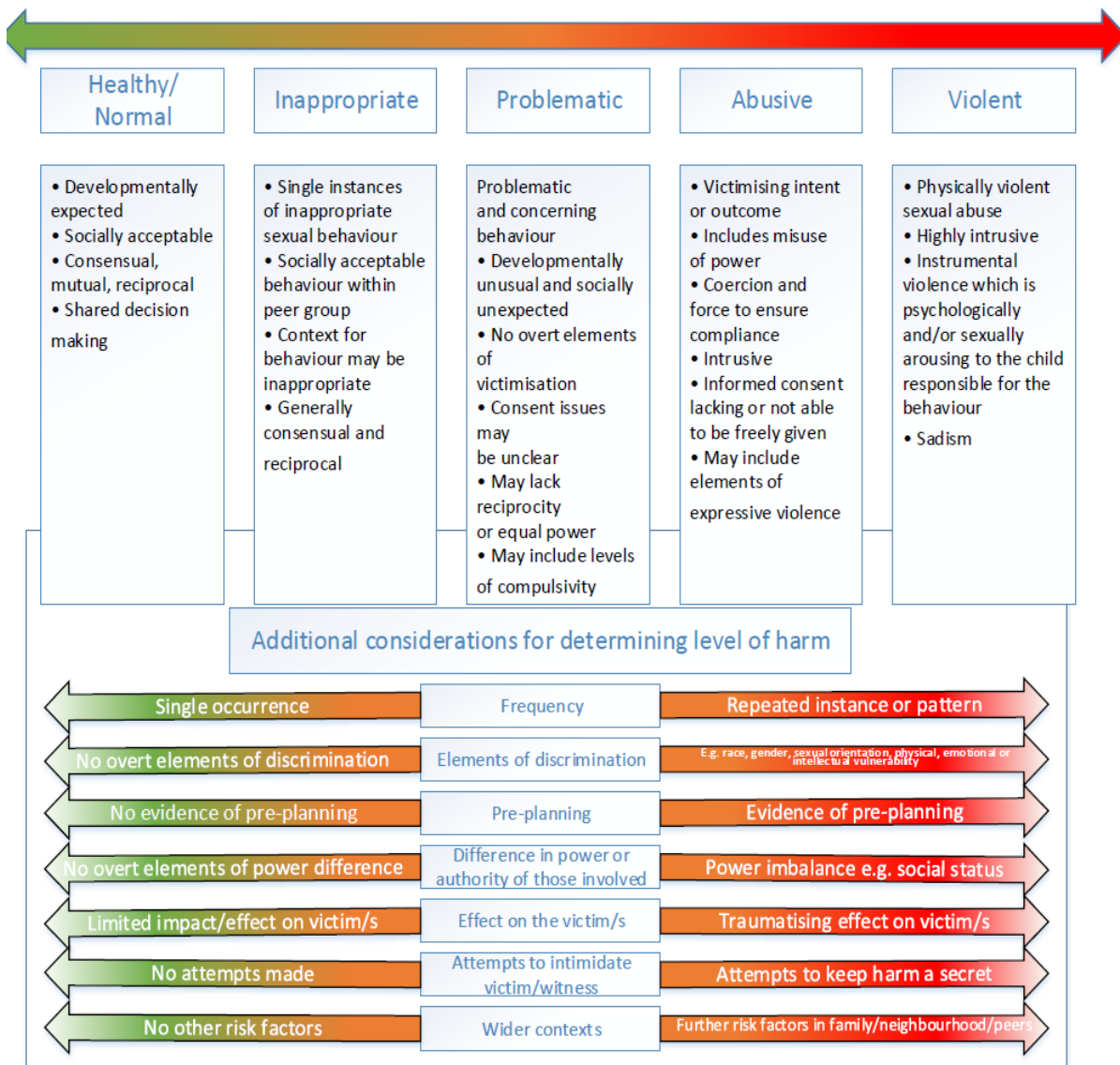
Pupil's name:		DOB:	Year:
Date:		Time:	
Name:	
Print		Signature	
Position:			
Note the reason(s) for recording the incident.			
Details of concern/incident - record the who/what/where/when factually (use reverse or continuation sheet if necessary):			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Reporting staff signature		Date	
DSL – Response/Outcome			
DSL signature		Date	

Annex B – Managing Child on Child Abuse/HSB/SVSH Incidents

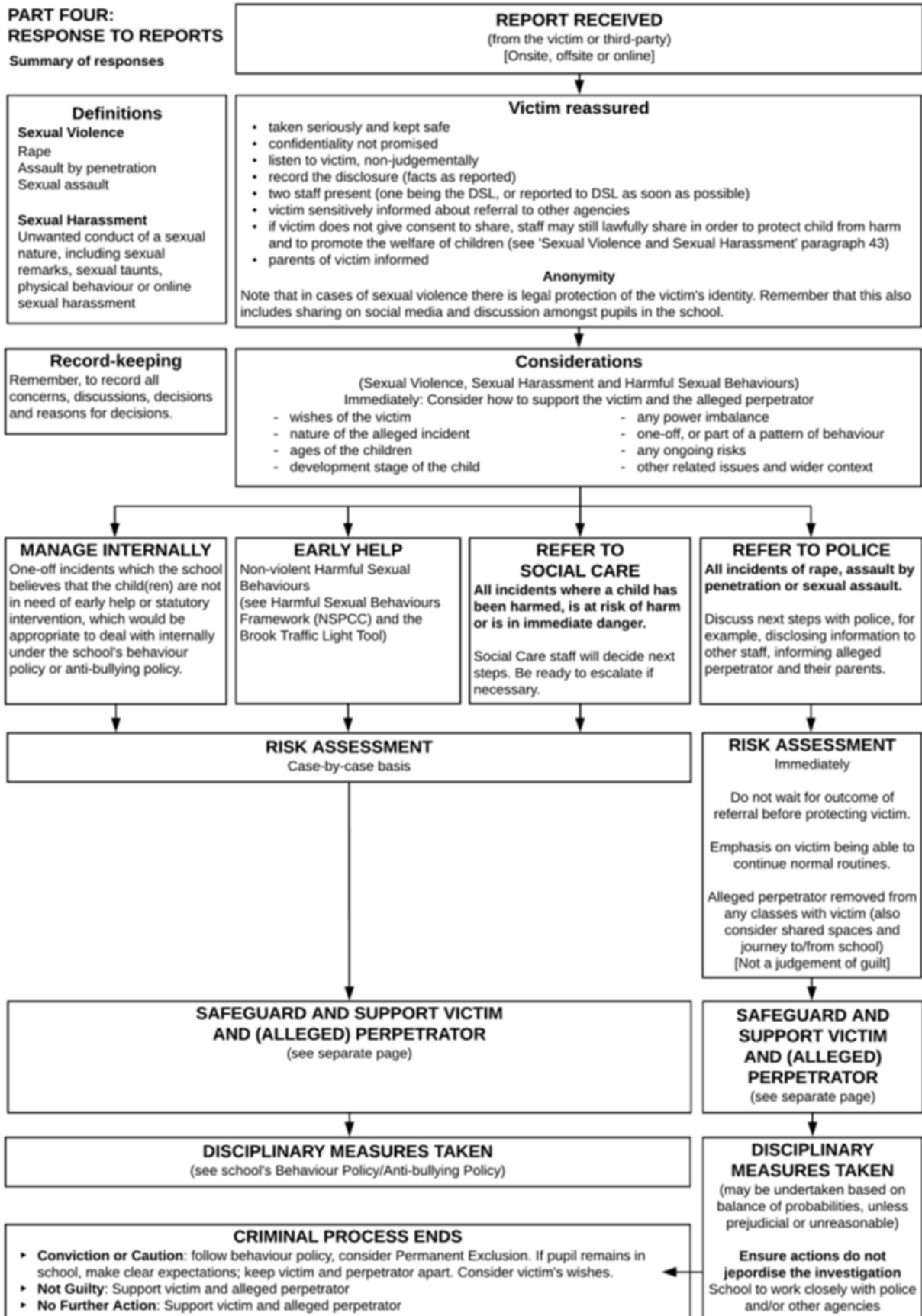
Support Resources

Appropriateness Framework

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/or sexual arousing to the perpetrator
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking, or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	



**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses



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Source: Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

SVSH Flow Chart for Schools 2017 v.1.0

Response Flowchart