Cape Primary School

Safeguarding and Child Protection Policy for Schools

Date of issue: September 2026
Updated: September 2026
Date of review: July 2027

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis (or sooner if required).
The policy was last reviewed and agreed by the Governing Body on 08/09/26.
It is due for review on *July 2027.*

Signature ……. Date ……
Head Teacher

Signature ……. Date ……
Chair of Governors

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Useful Telephone Numbers:

Sandwell MASH – 0121 569 3100
West Midlands Police – 101
Local Authority Child Protection Officers for Education –
Lisa Harvey 07747118729
Beverley Need 07775360203
Sian Wellings 07557173826
Jemma Jones 07393009664
Local Authority Designated Officer (LADO)– 0121 569 4770
Horizons Harm outside the home Safeguarding Team – 0121 569 2524/8391
Tipton Strengthening Families Team – 0121 569 7291
Wednesbury Strengthening Families Team – 0121 569 7294
West Bromwich Central Strengthening Families Team – 0121 569 7293
Oldbury Strengthening Families Team – 0121 569 7295
Rowley Strengthening Families Team – 0121 569 7296
Smethwick Strengthening Families Team – 0121 569 7297
NSPCC Helpline 0808 800 5000 or help@**nspcc**.org.uk
NSPCC Whistleblowing Helpline 0800 028 0285
National Counter Terrorism Helpline 0800 789 321
counter.extremism@education.gov
CTU_gateway@westmidlands.police.uk
Black Country Womans Aid – 0121-552-6448
School Nurses – 0121 612 2974 or 0121 612 2955
PC Ria Ware: Ria.ware@westmidlands.police.uk 07391019733
Cape Hill Children's Centre/Family Hub – 0121 555 6756
QDU/METSEC – 0121 569 4770

1. Key Contacts in school (Please add any other key personnel , Data Protection lead etc

Role	Name	Contact details
Headteacher*	Sally Baker	01215581667
Designated Safeguarding Lead (DSL)*/**	Wendy Richmond	01215581667
Deputy DSL(s)*/**	Sally Baker Vicky Patel Joanne Donnelly Temarra Squires Kelly Bedford Michelle Roberts	01215581667
Designated Teacher children we care for	Wendy Richmond	01215581667
SENCO	Wendy Richmond	01215581667
Mental Health Lead	Wendy Richmond Sally Baker	01215581667
Online Safety Co-Ordinator/Lead	Wendy Richmond Georgia Mawdsley	01215581667
Relationship Sex Health Education Lead	Alana Hirst	01215581667
PREVENT Lead	Wendy Richmond	01215581667
Chair of Governors*	Sohail Khan	01215581667
Safeguarding Governor/Trustee	Sohail Khan	01215581667

Out of hours contact details will be made available to staff

Statutory Safeguarding Training and other associated/bespoke training delivered:

Date	**Whole School**	**Designated Senior Person**	**Deputy & designated senior persons**
2010-2011	L1 – Helen Jackson – Sandwell LA – 2/3/10	L1 – Helen Jackson – Sandwell LA – 2/3/10	L1 – Helen Jackson – Sandwell LA – 2/3/10
2011-2012	L1 – Edwina Mason – Oct 2011	L2/CAF – 14-6-10 – Sandwell LA	L2/CAF – 14-6-10 – Sandwell LA
2012-2013	L1 – Wendy Richmond – September 2012	L1-09.11.11 L2 –08.12.11 L3 – 13.03.12	
2013-2014	L1 –Wendy Richmond – September 2013	L3 – November 2014, eCAF-08.02.12 Stop it now (Sexual Abuse) – 24.01.12	L2/CAF 22/11/13 Safer Recruitment 01/06/14

2014-2015	L1 –Wendy Richmond – September 2014 PREVENT – 10.03.15 & 19.06.15 PREVENT awareness online training February 2016 CSE – 28.04.15	MATT Training June 2014 LACE update July 2014 Lead Professional January 2015 PREVENT Training 10.03.15 & 18.03.15 CSE 28.04.15 & 23.06.15 Safer Recruitment 12.03.15	L2/CAF 14/11/15 Sally Baker, Victoria Patel, Faye Kinsella L3 12/07/16 Sally Baker, Victoria Patel, Faye Kinsella L3 18/07/17 update and refresher Sally Baker, Faye Kinsella, Kelly Bedford, Michelle Roberts
2015-2016	L1 –Wendy Richmond – September/October 2015/February 2016/May 2016 (update for all staff) DV update delivered by Women's Aid – 18.04.16 FGM update delivered by Women's Aid – 16.05.16	Lead Professional Update – 13.10.15 DV workshop – 12.11.15 Level 3 training - 12/07/16	FSW – Mental Health training 18.03.16 L3 Safeguarding training 22.06.16 Kelly Bedford
2016-2017	L1 delivered to staff by Wendy Richmond 06/09/16		
2017-2018	L1 delivered to staff by Victoria Jones 04/09/17 CSE – delivered by Victoria Jones 31/01/18 DV/DA - delivered by Victoria Jones 09/05/18	Lead Professional L3 – Andrew Hall 11/01/18 WR Designated Teacher Training 29/11/17 & 02/05/18 WR	Deputies L3 – Victoria Jones 03/07/18 Safety Net – KB/JJ MAPA training full course – 25 & 26/04/18 MAPA refresher course 09/03/18
2018-2019	L1 delivered to staff by Victoria Jones 03/09/18 FGM training – Victoria Jones 17/09/18 Attachment Disorder Training 22/10/18		L3 training - SB/VP/FK/MB/KB JD 13/11/18 – SSCB
2019-2020	L1 Training to staff delivered by Artemis online 02/09/19 PREVENT online training 02/05/19 & 03/05/19 Forced Marriage training 17/06/19 <u>COVID-19 CPD for all staff during lockdown:</u> 1.Keep Them Safe: Protecting children from Child Sexual Exploitation 2.FGM: Recognising and Preventing FGM 3.Keep them Safe: an interactive CSE learning tool 4.Forced Marriage 5.Diabetes 6.PREVENT 7.CHANNEL 8.ACEs: Attachment and Trauma Training 9.Understanding Young Minds	Lead Professional L3 training Andrew Hall 13/12/19 Designated Teacher Training 07/11/18 & 06/03/19	Deputies L3 training – NSPCC (Full) SB/FK/KB/MR 11/07/20 JD 13/11/18 MAPA Full Course 02/05/19 & 03/05/19 MAPA Refresher 01/03/19 Staff Computer safety training 04/02/19 Trauma Training 26/02/19 – LM

	10.Infection Prevention- Health and Safety 11.Preventing COVID-19 12.St Johns Ambulance		
2020-2021	L1 Training to staff delivered by Artemis online 02/09/2020 and W Richmond SG midpoint update – 01/02/2021 CCE Training – 17/05/2021 DVA training – 08/03/2021	Lead Professional L3 training Andrew Hall 29/11/2020 Understanding Extremism Training 01/09/2020 Graded Care Profile Training and registration 08/12/2020 & 10/12/2020 26/07/2021 – Gender Identity training	Deputies L3 Training – 08/02/2021 & July 2021 MAPA training – Graded Care Profile – FSW 02/02/2021 -04/02/2021 & 16/03/2021 - 18/03/2021 26/07/2021 – Gender Identity training - FSW
2021 - 2022	L1 Training to staff delivered by Artemis online September 2021 and local update by W Richmond SG update 11/01	SCSP Neglect Awareness 08/12/2020 Trusted Adult Training: 18/11/2020 Designated Teacher Training: 07/11/2019 Domestic Abuse, Schools and MARACs – 08/01/2021 County Lines & Exploitation – 08/04/2021 Understanding a Child's Digital World – 16/03/2021	Understanding Parental conflict – FSW Trusted Adult – FSW 25/11/2020 Hidden Men training FSW -08/02/2021 Effects of DVA on Children – FSW 25/02/2021 Poverty Proofing – FSW 24/03/2021 & 19/04/2021 - 20/04/2021 Neglect Awareness Training -FSW 15/03/2021 Sandwell Neglect Conference – FSW 08/06/2021
2022 - 2023	L1 Training for staff delivered by Artemis online 05/09/2022 an W Richmond L1 safeguarding update for volunteers 09/09/2022 and 13/09/2022 PREVENT Training -all staff 22/03/2023 FGM – 22/03/2023 SG update – 08/02/2023 – Child exploitation	DSL Wendy Richmond L3 - Core Working Together Jan 2022 & Refresher June 2023 Trauma- Informed Approach To Understanding And Responding To Allegations Of Sexual Harassment 30/032022 Mental Health Lead training WR-17/12/2022 & 09/12/2023	L3 – Sally Baker/Michelle Roberts/Kelly Bedford – 06/07/2023 L3 Vicky Patel -11/12 October 2022 L3 Jo Donnelly 20/01/2022 FSW training: Food safety & Hygiene 09/09/2023 26/01/2023 – Ending Male violence against Women and Girls webinar 22/02/2023 – Brook: Sexual Behaviours Traffic Light Tool Training 15/03/2023 – Child to Parent abuse training. 20/04/2023 - Speak Out, Stay Safe training session Trusted Adult Training 16-05-2023
2023-2024	L1 SG training delivered by Wendy Richmond and Artemis Online on 04/09/2023 Artemis DVA training 04/09/2023 Cyber security training 04/09/2023 Emergency training 04/09/2023 Fire safety training 04/09/2023	Safe Guarding midpoint update Spring 2024: 07/02/2024 DSL Training: L3 Safeguarding refresher training June 2024 Let's Talk Neglect – 17/11/2023 Anxiety Related Difficulties – CIC – 30/11/2023	FSW training: Women's Aide – Healthy Relationships (train the Trainer) 10/11/2023 Sexual Harrassment Training – 18/12/2023 GCP2- Keeping Families Warmer and Safer – 21/09/2023
2024-2025	02/09/2024: L1 SG training delivered by Wendy Richmond and Artemis Online L1 safeguarding Cyber security training Fire Safety Prevent Virtual response training School Nurse Q&A session	28/03/2025 – Wendy Richmond Andrew Hall L3 safeguarding training	28/03/2025 – Michelle Roberts & Kelly Bedford L3 Safeguarding Andrew Hall

2025-2026	01/09/2025: L1 SG training delivered by Wendy Richmond and Sandwell L1 Safeguarding training Neglect Strategy – Sandwell MBC Cyber security training Fire Safety Prevent – new staff Virtual response training School Nurse Q&A session	L3- Wendy Richmond 21/04/2026- core working together safeguarding training	20/11/25 – Sally Baker L3 core working together safeguarding training L3 Jo Donnelly L3 Vicky Patel L3 Angela Rahim L3 core working together safeguarding training 15/05/2026
2026-2027	L1 SG training delivered by Wendy Richmond and National College Online Neglect Strategy – Sandwell MBC Cyber security training Fire Safety Prevent – new staff Allergen awareness training Asthma, epilepsy training		

2. Introduction

2.1.This document is the Safeguarding and child protection Policy for Cape Primary School and any extended services that it provides.

2.2 This policy has due regard for Keeping Children Safe in Education (KCSIE) 2026 and Working Together 2026.

2.3 This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed at least annually by the Governing Body and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements (MASA).

2.4 This Safeguarding and Child Protection Policy forms one part of our safeguarding responsibilities and the principles embedded in this policy should have due regard to a range of linked policies including but not limited to: Safer Recruitment Policy, Information sharing and Record keeping, Behaviour Policy, Physical Intervention Policy, Managing allegations against a Persons in a position of Trust (including low level concerns), Whistleblowing, Anti-Bullying Policy, Mobile Phone Usage Policy, Health and Safety, PSHE, Sex and Relationship Education, Sexual Violence and Harassment in school, Equal Opportunities, Anti discriminatory practice, Special Educational Needs, Confidentiality, Attendance, Managing serious violence and Weapons, Substance Misuse (including drugs and alcohol), Educational visits, E-safety, Combating Extremism, School Security, Staff code of conduct, Acceptable Use of Technologies etc and any other relevant policies as defined by statutory guidance and the school's Governing body.

2.5 Safeguarding and promoting the welfare of children is defined by the Department for Education as:

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

2.6 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.7 Safeguarding and promoting the welfare of children is everyone's (our) responsibility. All those who come in to contact with children and their families have a role to play in keeping children safe. To fulfil this responsibility

effectively our school ensures their approach is child centred and has the best interests of the child at the heart of all action.

Purpose of a Safeguarding and child protection Policy	To inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein
Local Multi Agency Safeguarding Arrangements (MASA)	The school follows the procedures agreed by Sandwell's Children's Safeguarding Partnership. We recognise the important role we play in Sandwell's children's Safeguarding Partnership Multi Agency Arrangements. We demonstrate our compliance with these arrangements via the annual S175/157 Safeguarding Audit.
School Staff & Volunteers	School staff incl. supply, volunteers and students are well placed to observe the outward signs of abuse, neglect and exploitation. The school will therefore: Ensure all staff, governors and Trustees receive safeguarding and child protection training including online safety at induction and at least annually thereafter to help identify concerns in accordance with 'What to do if you are worried a child is being abused – Advice for practitioners' (DfE 2015) All staff/volunteers/agency/temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct, whistleblowing and acceptable use of technologies including social media as part of their induction. Ensure that all staff is aware of this policy and those relating to the safeguarding of children All school staff will read part one of Keeping Children Safe in Education 2026 • Safeguarding information for all staff • What school and college staff should know and do • A child centred and coordinated approach to safeguarding
Principles and Expectations	The policy applies to the safeguarding of all children between the ages of 3-11 whose care and education comes within the remit of this school. We are fully committed to the Multi Agency ST*R Practice Model principles of being Strength based, Trauma informed and Relationship based.

	We operate a whole school approach to safeguarding where everyone adopts a zero tolerance to abuse. We recognise our own responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe and trusting environment in which children can learn and develop. We create a culture of safe recruitment and have adopted robust recruitment procedures outlined in Keeping Children Safe in Education 2026 statutory guidance for schools. The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. Childrens wishes and feelings are always taken in to account when determining what action is taken and included in any referrals. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard. The school recognises its duty of care to report safeguarding concerns when a child is at risk of harm or may be a risk of harm to others (e.g. carrying a weapon) This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Children services, Child and Adolescent Mental Health Services, School Attendance Support Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils. This includes providing a coordinated offer of early/family help and contributing to any statutory assessments. School ensures that all staff understand the early/family help process and recognise the factors that make children more at risk

	of poor outcomes including poverty, stigma and isolation which may be bought about by factors such family members in prison or homelessness. We take timely action to support early intervention if we have concerns. We ensure that support is matched to children's individual needs. We encourage all children and young people to respect, value and support each other. We recognise that Children who are lesbian, gay, bisexual or gender questioning may be targeted by others and discriminated against. This behavior will not be tolerated, and we will ensure children and young people have a trusted adult who they can be open with. We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present. This includes undertaking the Key Adult online Training and ensuring all parents/carers are aware we are part of this initiative via newsletters, prospectus, school website and induction. We recognise that children who experience, see or hear domestic abuse in all its forms are victims and appropriate support will be offered. All staff, governors and Trustees receive safeguarding and child protection training including online safety at induction and at least annually thereafter. Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction. 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. We ensure that appropriate, robust Filtering and Monitoring is in place on all school devices and networks, which are regularly reviewed at least annually to assess their effectiveness. At Cape Primary we use 'Smoothwall' for monitoring and LGfL for filtering. We are aware of the influence of harmful extreme ideologies (political hatred, misogyny etc) both online and in the real word. We will promote tolerance for all, healthy relationships and tackle extreme views in line with local procedures and Government guidance We also recognise the part mobile phones can play in compromising children's safety. We have therefore updated our behaviour policy with a statement regarding the use of mobile phones in school by pupils. Pupils are not allowed to bring mobile phones or other technology in to school for use in school. There is the exception of Year 6 pupils who walk to and from school themselves. For these children, their mobile phone is handed over to the school office at the start of the day where it is locked away until the end of the day. We aim to meet the DfE filtering monitoring standards and the Cyber Security standards for schools and colleges to build cyber resilience We ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan. We are fully committed to safeguarding the welfare of children we care for and care experienced young people. To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Harm Outside The Home (HOTH) including Child

	exploitation (sexual and criminal), Modern day slavery, Serious violence, Trafficking, Gangs and knife Crime, Radicalisation, Female Genital mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM), Online/Social Media Safety, extreme ideologies. They will be supported to calculate risk and be made aware of the range of support available to them. To ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Harm outside the home (Extra-familial harms) takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) online grooming, sexual exploitation, criminal exploitation, and serious youth violence. This is known as Assessment of Risk outside the family Home and we will have due consideration for this when assessing risks to children and young people. As part of our teaching and learning we may use Generative AI and as such use guidance produced by the DfE to ensure we do this safely and effectively We are familiar and keep up to date with legislation and guidance that relates to children and young people such as the legislative changes to the legal age of marriage in England and Wales. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution and achieving economic well-being. To support the mental health and well-being of students and be able to identify when there are

	needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe. The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website. Our policy extends to any establishment our school commissions to deliver education to our **pupils/students** on our behalf including alternative provision settings. We will continue to be responsible for the safeguarding of any pupil placed in Alternative Provision and ensure we are satisfied that the provider meets the needs of the pupil. Our **Governing Body/Trustees** will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Ongoing monitoring will be undertaken. When our premises are used for activities/services offered by other organisations or individuals' confirmation will be sought by the school that appropriate risk assessments, aligned with 'Keeping Children Safe in Offsite settings',are completed, safeguarding and child protection policies and procedures are in place. This assurance will be included in any transfer of control agreement (i.e. lease or hire agreement).
Implementation, Monitoring and Review of the Safeguarding and child protection Policy	The Designated Safeguarding Lead will ensure that the school's child protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review and renewal. Our School submits the Local Authority annual safeguarding audit within agreed deadlines (S175/157 Education Act 2002 audit) to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues. In this way the Governing Body authorises the DSL

	for Child Protection to carry out his/her responsibilities as outlined in the statutory Guidance

3. Statutory Framework

3.1 In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- Keeping children Safe in Education 2026
- Working together to safeguard children - GOV.UK
- **The Education Act 2002** Children Act 1989 & **The Children Act 2004** (section 175/157)Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school
- Education and Training (Welfare of Children) Act 2021 amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 to impose safeguarding duties on 16 to 19 academies and further education in essence ensuring that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.
- **Sandwell Children's Safeguarding Partnership - Inter Agency Procedures – regional Procedures**
- **Working Together to Safeguard Children** requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Multi Agency Safeguarding Arrangements and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard a child is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional. Sandwell's multi-agency Threshold Document explains early help and expectations more in depth
- **What to do if you're worried a child is being abused: advice for practitioners**
- **The Education (Pupil Information) (England) Regulations 2005**
- **Keeping Children Safe in Education** places the following statutory duties on all schools:
- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

- Schools should be aware of and follow regional and local policies and procedures
- Staff should be vigilant to signs of abuse and to whom they should report any concerns on to
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust including knowing local referral processes
- Every school should have Designated Senior Person who is a member of the senior management team and responsible for co-coordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi - agency training approved by local safeguarding arrangements at least every two years and their knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletter and National, regional and local updates.
- All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every three years They should also be given regular updates on safeguarding issues
- The Designated Safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- All 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 will 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 to ensure children are taught about keeping themselves safe in the real and virtual world.
- All staff will be aware of systems within school which support safeguarding, and these are to be explained as part of staff induction. This should include the:
- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)

- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). Copies of policies and a copy of Part one of this document should be provided to all staff at induction.
- All staff should be prepared to identify children who may benefit from community based early help or targeted early help level of Family Help. KCSiE states:
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for a child who:
- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- • is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- 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.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- **Information sharing advice for safeguarding practitioners**

- Information Sharing Duty 2026

- Information sharing to safeguard children and young people - GOV.UK
- **Mental Health and Behaviour in Schools: Departmental Advice**
- Sexual Offences Act 2003.
- 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.
- sexual violence refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault,
- Sexual harassment is any 'unwanted conduct of a sexual nature' that can occur online and offline. 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.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally -self generated images and/or videos including those generated by AI, e.g. deepfakes) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
- **Section 26 of the Counter-Terrorism and Security Act (2015)**
- **The Prevent Duty**
- The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years childcare providers and registered later year's childcare providers). They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.
- Note: Preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.
- Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children

from this risk should be a part of a schools or colleges safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation150 is the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism151 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
- 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 social workers and healthcare professionals, 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 will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.
- Forced Marriage (Civil Protection) Act 2007 (legislation.gov.uk) – The legal age of marriage in England and Wales is 18 years Old
- Child and Social Work Act 2017 Requires all schools to ensure:
  (a)relationships education be provided to pupils of compulsory school age receiving primary education at schools in England
  (b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.
  (c)that pupils learn about—
  (i)safety in forming and maintaining relationships,
  (ii)the characteristics of healthy relationships, and
  (iii)how relationships may affect physical and mental health and well-being, and
  (d) the education is appropriate having regard to the age and the religious background of the pupils.
- **General Data Protection Legislation (2018)**
- **Childrens Wellbeing and Schools Act 2026**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education**
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- **Voyeurism Offences Act 2019**

- **DfE statutory guidance on Children Missing Education** Children missing from education - schools' have a duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. Children being absent from education for prolonged periods that are unexplained and/or persistent absences from education 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'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.
- 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.
-
- Additional links to Resources/ Information (Child – on – Child Sexual Violence and Sexual Harassment, Generative AI in education, Gender questioning children : Relationships, sex and health education) can be found in KCSIE 2026.

4. Safeguarding in Education

4.1 The Headteacher is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes**:**

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.

- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our Safeguarding Statement. This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in Ensuring Safe Practice; including ensuring staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liaising with the Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.
- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

The Designated safeguarding Lead (DSL)

4.2 The Designated Safeguarding Lead (DSL) for child protection co-ordinates action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues within the wider environment (Assessment of Risk outside the family Home) – see appendix A to discuss any concerns with the Designated Member of Staff. That they are aware of what happens once a concern has been raised

4.2 **WENDY RICHMOND** is the DSL for Child Protection and is a member of the senior leadership team.

4.3 A Deputy DSL has been appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection for safeguarding and child protection remains with the safeguarding lead. This responsibility is not delegated.

4.4The Deputy Designated Safeguarding Lead for Child Protection in this school is: **SALLY BAKER**.

4.5 In the absence of the DSL and the deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies will be trained to the same standard as the designated safeguarding lead. All Safeguarding Level 3 trained staff are: Vicky Patel – DHT; Temarra Squires – AHT;

Joanne Donnelly – AHT; Angela Rahim – After School Club Lead; Kelly Bedford – FSW; and Michelle Roberts - FSW.

4.6 Level 3 trained staff are present in school building for 'wrap round provision', from Breakfast Club to After School Club, at all times. A Level 3 trained member of staff is the lead person for EYFS.

4.7 Our Designated Safeguarding Lead (DSL) will:

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Take lead responsibility for the implementation of the safeguarding policy, ensuring all staff, volunteers are aware of the content and expectations of the policy
- Will receive refresher Safeguarding lead training at least every two years
- Will keep his or her knowledge and skills up to date (for example via e-bulletins, meeting other designated safeguarding leads) at regular intervals, but at least annually, to keep up to date with any developments relevant to their role.
- Ensure that all staff (including supply, volunteers) who work with children undertakes appropriate training to equip them to carry out their responsibilities for safeguarding children at induction and at least every two years with regular updates at least annually. Training will enable them to recognise the signs and symptoms of abuse including Online Safety Including abuse/Grooming, understanding expectations, applicable roles and responsibilities in relation to filtering and monitoring, Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent Domestic abuse, Child to child abuse (including harassment and violence), Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM).
- Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
- Ensure all staff understand the PREVENT Duty.
- Ensure that parents and staff are aware the school is part of Operation Encompass by providing full information around school, within parental information and on the school website
- Ensure there are effective induction and ongoing monitoring procedures around safeguarding and child protection for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract
- Make sure that concerns are raised by staff/volunteers when necessary

- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to the school
- Ensure that (whenever possible) the Designated and Deputy Designated Safeguarding Leads are not out of school (e.g. at training events) at the same time. If they are absent arrangements should be in place to ensure their duties are covered during their absence.
- Ensure that the telephone number for the Contact Centre is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral
- Discuss concerns as required with outside agencies e.g. specific agency for single need (e.g. speech and language, Inclusion Support), early intervention multi-agency (e.g. Early/Family Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns)
- Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are or are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing or absent from education.
- Ensure suitable safeguarding arrangements are in place to respond to children who are absent from education, particularly on repeat occasions and/or for prolonged periods, considering when threshold for educational neglect may be met.
- Work closely with colleagues with specific lead responsibilities in school such as Attendance officer, mental health lead, children we care for designated teacher, to respond to safeguarding concerns and improve outcomes for children.
- Work closely with partner agencies and services to improve outcomes for children and young people including (but not limited to) Local Authority Designated Officer (LADO), Allocated social workers, special educational needs coordinators (SENCO's), Senior mental health leads, school nurses, Domestic abuse support, Locality Strengthening Families team, community policing.
- Be aware of the requirement for children to have an Appropriate Adult when they are being questioned by police regards any criminal matters. Further information can be found in the Statutory guidance - PACE Code C 2019.

- Complete/oversee all necessary paperwork and correspondence including request for support forms to the Early Help/Family team or MASH in regard to safeguarding and child protection referrals

- Ensure there is appropriately trained staff to lead on Targeted support and that all staff is aware of the Early/Family Help process and their role within it
- Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
- Ensure that the school is represented by a Designated Safeguarding Lead (or in their absence one of the safeguarding team) at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. If none from school can attend apologies will be given and a written report will be submitted prior to the conference chair
- Compile and submit a written report regarding children who are subject to child protection conferences. This will be shared with parents before the conference takes place
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, they will work jointly with the Designated Safeguarding Lead
- Ensure record keeping is detailed
- Ensure that welfare records are kept securely and confidentially (locked and with limited access)
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred, within 5 days for an in-year transfer or within the first 5 days of the start of a new term, when a child changes/transitions to a new school.
- Ensure there is a mechanism in place to support the Designated Safeguarding Lead in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meeting between the Designated and Deputy Designated Safeguarding Lead to offer mutual support.
- Keep the school's SMT, Governors, Local Authority and SCSP informed about safeguarding and child protection issues as requested
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.
- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

5. The Governing Body

5.1 The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. There is a nominated governor for child protection is appointed to take lead responsibility.

5.2 The nominated governor for child protection is:

Mr SOHAIL KHAN

5.3 In particular the Governing Body/Proprietor ensures that:

- Our Governors will be subjected to an enhanced DBS check and 'Section 128' check.
- All governors and trustees receive appropriate safeguarding and child protection (including online to include responsibilities and expectations around filtering and monitoring) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is updated at least annually.
- Safeguarding and child protection policy and procedures are in place and reviewed annually
- Obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements are maintained and any breaches are tackled appropriately. Safer recruitment procedures (including consideration for an online search on any shortlisted candidates which they will be informed about), are in place and reviewed annually
- All staff (paid and unpaid)/agency/temporary staff have an up-to-date enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- Volunteers who teach, train, instruct, care for, or supervise children on more than 3 days in any 30-day period will be classed as being in regulated activity and will have an enhanced DBS check that includes children's barred list information.
- Ongoing vigilance beyond the recruitment process to ensure safety and welfare of children is embedded in all of our processes and procedures to ensure deterrent and prevention of abuse, challenges inappropriate behaviour.
- A Single Central register (SCR) is monitored to ensure it meets statutory requirements (Please see our Recruitment Policy). All staff leavers will be deleted from our current SCR
- Position of trust procedures are in place (included the management of low-level concerns) and reviewed annually
- A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role

- The governors support the Designated Safeguarding Lead in carrying out his/her responsibilities as outlined in 'Keeping Children Safe in Education', (September2026) and role in Job Description.
- There is a dedicated teacher for 'Children We Care For' who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- That robust policies and procedures are in place, implemented and monitored.
- Relevant safeguarding/child protection training is accessed by all school staff/volunteers according to their role and responsibilities (including online safety which, amongst other things include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).
- Ensure that school adhere to the DfE Guidance - Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk). Monitoring and reviewing with IT staff to determine how best to support school to meet the standards.
- That they receive an annual report from the DSL regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required

Other responsibilities of governing bodies:

•The Virtual School Head at Sandwell LACE is responsible for ensuring that arrangements are in place to improve the educational experiences and outcomes of the CIC/looked-after children, (including those placed out-of-authority). The Virtual School Head ensures the educational attainment and progress of CIC/children looked after by the local authority are monitored and evaluated as if those children attended a single school. The Virtual School Head is also responsible for managing pupil premium plus for CIC/looked-after children. In maintained schools and academies, the designated teacher (Miss Richmond) works with the Virtual School Head and Sandwell LACE/CIC to promote the educational achievement of previously CIC/looked-after children, including discussing how funding can be best used to support the progress of CIC/looked after children in the school and meet the needs identified in the child's personal education plan. As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, Virtual School Heads have responsibilities

towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales.

• Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

•As with designated teacher, virtual head also have responsibility for children who have left the care system (adoption, special guardianship, child arrangement orders, adopted from state care out of England and Wales). Their responsibility is provision of information and advice to relevant parties.

(See guidance on 'Promoting the education of Looked After and previously Looked After children')

•Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Human Rights Act:

•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.

•Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,25 and

•Protocol 1, Article 2: protects the right to education.

•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).

Equality Act 2010

• Schools and colleges have obligations under the Equality Act 2010 (the Equality Act)
•According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
•Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.
•Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.
• 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 - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).
The Public Sector Equality Duty
•The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph 90.
•The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality
Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good recordkeeping and monitoring of all forms of abuse and harassment is essential.
The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils and students may be more at risk of harm from specific issues such as sexual violence, homophobic,

biphobic or transphobic bullying or racial discrimination. It is important that schools are conscious of disproportionate vulnerabilities.

6. School Procedures – Staff Responsibilities

6.1 The DSL ensures that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community.

6.2 The DSL will ensure all staff are aware of the school's reporting and referral procedure (filling in a CPOMs log then sending it over to the DSL, Deputy DSL or any Level 3 trained person – it is followed up by a call to a L3 person if of a very concerning nature) and the need for timely reporting.

6.3 We are aware that a child being absent from education is a potential indicator of abuse or neglect. School staff will follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with KSIE (2026). Consideration will be given for a referral to children services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to school attendance support service with information regard off rolling the child.

6.4 The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy and Working together to improve school attendance; Statutory Guidance (August 2024). When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

6.5 The school will ensure they have systems in place to regularly update contact numbers for parents/carers and that there are at least two emergency contact numbers on file for every child on roll.

6.6 If any member of staff is concerned about a child the Designated Safeguarding Lead (or the rep in their absence) will be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

6.7 The member of staff will record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations. At Cape Primary School we use an online service (CPOMS) for recording all concerns and incidents. At Cape we keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. Including instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

6.8 There may be emerging needs or adversities faced by children and their families that could be addressed through early help. Sandwell's Multi Agency Threshold

document (available on the SCSP Website) guides us on what is the most appropriate level of support for families based on their level of need.

6.9 The Designated Safeguarding Lead will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

6.10 When concerns have been raised regarding a child or they are subject to any multi-agency work a written record will be kept securely and separately from the child's main pupil record.

6.11 Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner (within 5 working days) and relevant agencies will be informed of the new school that the child has moved to.

6.12 The Designated Safeguarding Lead takes responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

6.13 All staff and volunteers are made aware that the main categories of abuse are:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see appendix A KCSIE (2026) and What to do if your worried a child is being abused (DfE 2015)

6.14 All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence).

6.15 All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

6.16 Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

6.17 All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm

7. Dealing with a Disclosure

7.1 Where a pupil discloses that he/she has been abused the following guidelines must be followed:

RECEIVE

7.2 If a child wants to talk to us, we never ask them to come back later. We ask them what they want to talk about and, if we are concerned about their welfare, we give them the time to speak.

7.3 We do not promise confidentiality and will inform the child that we are happy to talk to them but if they tell us anything that we believe may be putting them at harm then we will pass it on to obtain the appropriate level of intervention.

7.4 We will listen carefully to the child nor stop a child who is freely recalling information.

7.5 Where a child is visibly upset or has an obvious injury, we will ask a child why they are upset or how an injury was caused, or respond to a child wanting to talk so we clarify vague concerns and take right action. .

REACT

7.6 To clarify information may ask open-ended questions e.g." Is there anything you'd like to tell me?", "Can you explain to me…" Can you describe to me…."

7.7 we do not ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

7.8 we do not ask 'accusing' questions e.g." Why didn't you tell someone earlier?"

7.9 We will not criticise the alleged perpetrator, it may be someone that they will continue to live with.

7.10 We do not ask the pupil to repeat their disclosure for any other member of staff; it is the person receiving the disclosure responsibility to share the information

7.11 if we do not adhere to these guidelines, we may compromise enquiries that need to be made later by children's social care or Police.

REASSURE

7.12 We ensure the child is aware that they have done the right thing in talking to us and that they have not done anything wrong.

7.13 If we have sufficient safeguarding concerns that the child has been, or is at risk of harm, we do tell them that we will speak to someone to get help.

RECORD

7.14 Notes are taken as soon as possible afterwards using the words that the child has used.

7.15 We do not record assumptions and interpretations, just what was heard and seen.

7.16 We do not destroy original paper notes even if we later write things up more neatly and fully or elsewhere (electronic system) until we are sure they will not be needed in any investigation.

7.17 We record the date, time and place of the disclosure.

7.18 We will sign any written records and identify our position in the school setting.

7.19 We never ask a child to write an account or sign any of our documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REFER

7.20 Immediately inform the Designated Senior Person for child protection (Miss W Richmond) or in their absence the Deputy Designated Senior Person for child protection (Miss S Baker) or Level 3 trained personnel (Mrs V Patel; Mrs T Squires; Miss J Donnelly; Mrs Rahim; Miss K Bedford; or Mrs M Roberts) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contacting MASH for advice.

7.21 To consult with your Designated Safeguarding Practitioner does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Lead who will contact the appropriate agency as and when required.

7.22 If you are unhappy about the response you receive from your Designated Safeguarding Lead contact Sandwell Children's Trust Contact Centre on 0121 569 3100 where you may be put through to speak to a qualified social worker.

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Please note:

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 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.

8. Making a Request for Support

8.1 A referral involves sharing information in line with the information sharing duty guidance and SCSP, Multi Agency Threshold Document to either the Strengthening families Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C). As per the information sharing duty, non consent should not be a barrier to getting the right service to getting support for the child.

8.2 Parents/carers will be informed if a request for support is being made except in the circumstances outlined in communication with parents **(It puts a child at further risk of harm)**

8.3 However, inability to inform parents for any reason will not prevent a referral being made to children's social care via the MASH Service. It would then become a joint decision with Sandwell Childrens Trust about how and when the parents should be approached and by whom.

8.4 If lower level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead will, with consent of the parent/carer, complete an early Help assessment to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.

8.5 If the concerns are more complex and require statutory intervention then the Designated Safeguarding Lead will request support from children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need assessment) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

Please note that children who need a CIN or CP plan will have had experiences of adversity and trauma which can lead them vulnerable to further harm and at risk of mental health issues. Professionals will need to consider what agency involvement is required to ensure the child has support.

How to make a referral to Childrens Social Care if a child is at risk of significant harm

8.6 Step 1 - Complete a Multi-Agency Request for support Form (MARF) (or if immediate harm call through to the MASH on 0121 569 3100) including any relevant body Map, Child Exploitation Screening form, and/or Neglect screening tool (if appropriate) and send in to the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should always be completed and submitted to Sandwell Children's Trust. If there are Neglect concerns a Neglect screening tool/GCP2 Tool should be submitted if they have been completed

8.7 Step 2 - If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and Sandwell Children's Trust contact centre (0121 569 3100). A MARF will also need to be completed within an hour of reporting the concern

8.8 Step 3 - Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

Position of Trust referrals

8.9 Position of Trust referrals will be referred via the LADO at Sandwell LADO <Sandwell_LADO@sandwellchildrenstrust.org>. A MARF for the child will be completed, if requested by Sandwell Children's Trust and a Multi-Agency POT referral form https://www.sandwellcsp.org.uk/documents/lado-consultation-and-referral-form/ for the person allegations have been made about. This will detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

Staff have a duty of care, as per KCSiE 2026, to ensure that all 'low-level concerns' are reported directly and in a timely manner to the Head Teacher (Miss S Baker). The Low Level Concerns Policy sets out the school procedures.

Concerns re: Terrorism/Radicalisation

8.10 **Preventing Radicalisation**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

8.11 School will refer any incidents of suspected radicalisation or children deemed at risk on a Multi- agency referral form (MARF) to the MASH marked as PREVENT referral.

8.12 Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Support prevent_inbox@sandwell.gov.uk

9. Confidentiality

9.1 Safeguarding children raises issues of confidentiality that is understood by all staff/volunteers in school/college.

9.2 All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

9.3 If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

9.4 Staff/volunteers who receive information about children and their families in the course of their work will share that information within the expectations of the school's confidentiality policy and other relevant policies e.g. the safeguarding and safeguarding and child protection policy, SCSP inter-agency procedures.

10. Communication with Parents

10.1 We will always discuss concerns with parents/carers and consent for any support should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- place a vulnerable adult at risk of harm
- compromise any enquiries that need to be undertaken by children's social care or the police

10.2 We will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.
10.3 We will working closely with parents to support them in safeguarding their child/ren by raising awareness of any such issues/concerns in the community, emerging hoaxes, challenges that may cause harm, community safety, emerging safeguarding risk, online safety, monitoring, filtering and parental controls etc

11. Information Sharing and Record Keeping

11.1 **Sharing** the right **information** at the right time with the right people, is fundamental to good **safeguarding** practice. It enables effective working together to improve outcomes for children, young people and their families. The importance of effective information sharing and good child Safeguarding and child protection record keeping has been highlighted in the learning from Child Safeguarding Practice Reviews (CSPR's) previously known as serious case reviews. We will share **information and update our records in a timely manner.**
The information sharing duty 2026 applies to information that may help another relevant person exercise their functions, including assess risk, make a decision, provide support or take action to safeguard and promote the welfare of a child. Timely We will share information sharing and effective update our records in a timely manner and consider the information sharing principles of:
- Relevance to the present safeguarding risk
- What the recipient genuinely needs to know
- Whether the information is clearly presented and contextualised and
- Whether the sharing is focused and proportionate

11.2 Information sharing and record keeping in school is completed in line with Data Protection (2018) and Information sharing duty statutory guidance.

N.B. Data Protection Act (2018) will not be reason to withhold information about safeguarding in the child's interest

11.3 We maintain the principles of effective record keeping by being clear on concerns and listing an action taken including key discussions and justifiable decision making. This helps us:

- Identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.
- Monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice

11.4 Our record keeping ensure information is kept confidential and stored securely.
11.5 Our records include a clear and detailed log of the concern, discussions, suspicion or allegation as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour

(as far as possible) recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events will be recorded as accurately as possible, together with a note of when the record was made. A clear defensible decision on action taken will be recorded included if a referral or not was made to other services (such as Childrens social care or PREVENT). Details of how the concern was followed up and any further outcome.

11.6 A record is made of any visible marks or injuries to a child that give cause for concern, this will also be completed on a body map on CPOMs. The child should not be examined intimately or pictures taken of any injuries/marks (unless requested by statutory services).

11.7 All records will be signed and dated clearly with the name of the signatory clearly printed.

11.8 When a child has made a disclosure, the member of staff/volunteer will:

- Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions
- Distinguish fact from opinion

11.9 Children **should NOT and will NOT** be asked to make a written statement themselves or to sign any records.

11.10 All records of a child protection nature (handwritten or typed) are given to the DSL (or for online records a digital alert) before the end of the working day. These should be filed in individual pupil files in Chronological order and a Chronology of significant events should be maintained at the front of the file.

11.11 No copies will be retained by the member of staff or volunteer

11.12 The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

11.13 We will ensure that when a child moves on to a new educational provision that their child protection file is transferred to the new school or college as soon as possible. This will be within 5 days for an in-year transfer or within the first 5 days of the start of a new term as this will allow the new school or college to have support in place for when the child/young person arrives. Files will be securely transferred Files will be securely transferred via CPOMs or registered post, and confirmation of receipt will be obtained. The safeguarding file will be transferred separately from the main pupil file.

11.14 When we receive in any safeguarding files we will issue a receipt to the previous school/college schools and will ensure key staff (e.g. Safeguarding team, SENCO) have access to the information contained within it.

11.15 We retain all records in line with data Protection guidance and our record retention policy after which records will be archived or destroyed as appropriate.

11.16 Where there are records regards a member of staff relating to allegations of sexual abuse these records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Further information about serious case reviews can be found in 'Working Together to Safeguard Children'.

Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

12. Allegations/Concerns involving School Staff/ Supply Staff/Work placement students/ Volunteers/ Contractors

12.1 An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (consideration for any transferrable risk (e.g. incidents at home, in the community)

12.2 In these circumstances, any allegation or concern will be taken seriously and the headteacher/principal (School Governance Lead), who has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

12.3 We are aware that there can be two levels of allegation/concern:

- Allegations that meet the harm threshold
- Allegations/concerns that do not meet the harm threshold – Referred to in KCSIE 2026 as 'low level concerns'

12.4 When dealing with allegations/concerns we will ensure that we will:

- Apply a common-sense approach and judgement
- deal with them quickly, fairly and consistently
- provide effective protection for child/ren and support the person subject to the allegation
- Complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties deployed elsewhere whilst an investigation is undertaken
- We will always consider advice or potential referral to the LADO when concerns arise about a member of staff including cover/agency /volunteer/work experience/student

12.4 Low level concerns are those concerns that do not meet the threshold for harm as detailed above but we always take them seriously. They will be dealt with as all allegations/concerns in a timely and appropriate manner. Our management of low-level concerns procedure is detailed within our low-level concern, staff code of conduct policy, disciplinary procedure.

12.5 They will be recorded on separate files so these concerns can be monitored and patterns established.

12.6 Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified

12.7 We acknowledge that it is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Head Teacher/Chair of Governors.
12.8 As with all other concerns about the welfare of children, the member of staff receiving the allegation will make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.
12.9 Under no circumstances will the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.
12.10 The headteacher will not investigate the allegation itself, or take written or detailed statements, but will Refer the incident on A Multi- Agency Position of Trust Referral form to Sandwell Children's Trust via the Safeguarding Hub. A MARF for the child will be completed and a POT referral form for the person allegations have been made about.
12.11 Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within school will be provided. They will be told an allegation has been made and a risk assessment for management will be shared with them
12.12 The parent of any identified child will be spoken to and given information on what steps have been taken.
12.13.If the Headteacher is implicated in the concerns, Chair of Governors will be informed immediately or, in their absence, the vice chair.
12.14 The Chair of Governors in this school is:

NAME: Mr Sohail Khan CONTACT NUMBER: 0121 558 1667

12.14 The Vice Chair in this school is:

NAME: Mr Patrick Jones CONTACT NUMBER: 0121 558 1667

12.15 The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher/Principal
12.16 To reduce the risk of allegations, all staff are made aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Safer recruitment Consortium 'Guidance for Safer working Practice' - Safer Recruitment Consortium training information '' or 'https://assets.publishing.service.gov.uk/media/69fb1c28d0e316a40f269a5b/Working_together_to_safeguard_children_2026_a_guide_to_multi_agency_working.pdf
12.17 If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Safeguarding Lead. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

12.18. If it is decided that the allegation meets any of the four criteria outlined above, procedures will be followed in accordance with Sandwell's inter-Agency Procedures

12.19 If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

12.20. The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer (LADO) inform the person against whom the allegation has been made of the concern.

12.21 At the conclusion of any case especially if concerns are substantiated school will review the circumstances of the allegation consider if any changes to processes in school need to be made.

12.22 Employment Law may not recognise that what happens in a person's private life can impact on their professional life, however, where an individual has done something in their personal life that means they might be unsuitable to work in their role with children.

- We will risk assess and make a judgement on whether they pose a risk of harm to children.
- We will seek our own legal advice on this to ensure we are compliant with employment law when dealing with any disciplinary action.

We will record all information and decisions to demonstrate our justification for decisions made. [1]

As part of the shortlisting process school carries out an online search as part of our due diligence on the shortlisted candidates. This helps school identify any incidents or issues that have happened, and are publicly available online, which school might want to explore with the applicant at interview. Schools will inform shortlisted candidates that online searches may be done as part of due diligence checks. See Part two - Legislation and the Law for information on data protection and UK GDPR.

Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file in the school office. Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. To help schools comply with the requirements of the Data Protection Act 2018, when a school chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to. Schools do not have to keep copies of DBS certificates, in order to fulfil the duty of maintaining the single central record. Further information on handling DBS information can be found on GOV.UK

*****All staff must be aware their 'relationships and associations' (including online) may have a safeguarding implication*****

[1] *The Staffing and Employment advice for schools outlines the staffing and employment duties and also sets out that governing bodies should have their own procedures for dealing with disciplinary matters. The guidance can be found using this link.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953345/Staffing_and_employment_advice_for_schools_-_January_2021.pdf

13. Child on Child abuse including Violence and Harassment

13.1 We recognise that sometimes children can abuse other children. This may occur inside and outside of school/college.

13.2 Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this possible.

This may include:

- Bullying (including cyber bullying);
- Physical harm;
- Sexual violence;
- Sexual harassment
- Discrimination
- Upskirting – which typically involves taking a picture under a person's clothing without them knowing. With the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim;
- abuse in intimate personal relationships between children (teenage relationship abuse)
- sharing of nudes and semi-nudes'
- Initiation/hazing type violence and rituals
- Self-generated intimate images and/or videos including those generated using AI e.g. deepfakes.

13.3 We recognize that child on child abuse can occur between and across different age ranges.

13.4 We accept that whilst perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

13.5 We will explain to children that the law is in place to protect children and young people rather than criminalise them.

13.6 All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with predominately through our behaviour policy.

13.7 Prevention is a fundamental method of minimising risks and we will do this by:

- Ensuring all staff have training on child on child abuse
- We will adopt the 'whole school approach' to tackling sexism and any form of discrimination.
- We will challenge inappropriate behaviours between children
- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils

13.8 We follow both national and local guidance and policies to support any children/young people subject to child-on-child abuse to enable provision of effective support

13.9 We fully understand that even if there are no reports of child-on-child abuse in school it may happen. Equally whilst we are aware that female students are the predominantly victims, we will take all reports seriously. As such all our staff and children/young people are supported to:

- be alert to child-on-child abuse (including violence and Harassment
- understand how the school views and responds to child-on-child abuse
- Stay safe and be confident that reports of such abuse will be taken seriously.

13.10 We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up".

13.11 Our system for reporting instances of abuse are available on on/at the school website, via our Safeguarding Champions and trusted staff at school or using the NSPCC helpline.

13.12 Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- Allegations against an older pupil's behaviour towards a younger child
- Severe Bullying
- Is of a serious nature possibly related to a criminal offence
- Indicates that other pupils have been affected by this pupil
- Taking part in the sharing of nudes and semi-nudes'
- Photographing or videoing other children performing indecent acts
- Forcing others to use drugs or alcohol

13.13 All complaints and incidents will be taken seriously, with a record of incidents and action taken.

13.14 An assessment of an incident between children will be completed to consider:

- Has this been a deliberate or contrived situation for a young person to be able to harm another?
  - Chronological and developmental ages of everyone involved
  - Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
  - All alleged physical and verbal aspects of the behaviour and incident
  - Whether the behaviour involved inappropriate sexual knowledge or motivation
  - What was the degree of physical aggression, intimidation, threatening behaviour or bribery
  - The effect on the victim
  - Any attempts to ensure the behaviour and incident is kept a secret
  - The child or young person's motivation or reason for the behaviour, if they admit that it occurred
  - Whether this was a one-off incident, or longer in duration

13.15 We understand the importance of dealing with a situation of child-on-child abuse immediately and sensitively. We will gather the information as soon as possible to get

the true facts and we consider the language used and the impact of that language on both the children and the parents when they become involved. We avoid any language that may create a 'blame' culture and leave a child labelled.

13.16 **Taking Action – What we do:**

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Put appropriate support in place (e.g. mentoring counselling, emotional well-being service)
- Consider referral to Police or Children's Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

13.17 Consideration will be given to whether the complaint raises a safeguarding concern and then report to the designated safeguarding lead or the safeguarding person on duty in the absence of the DSL.

- A factual record should be made but no attempt should be made to investigate at this stage,
- The DSL can discuss the case with advisory personnel such as the Single point of contact (SPOC), Strengthening Families team or the Education safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed then the police may become involved. School may be advised to refer this case to the police or advise parents to do so.
- The DSL will speak to parents of the victim(S) and the alleged perpetrator to inform them of the referral as long as it does not put either parties, at risk of further harm.
- Records of action and advise will be kept on both children's file
- Consideration will be given to whether the alleged perpetrator should be excluded from school according to the school's behaviour policy
- If children services decide there will be no further action a thorough investigation will be carried out in school using the school's usual Behaviour procedure/sanctions.
- If the school, consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

14. Physical Interventions (Use of Reasonable Force)

14.1 It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

14.2 Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Prejudicing the maintenance of good order and sanctions at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

14.3 The general guidance on Reducing the need for restraint and restrictive intervention (HMGovt., June 2019), Behaviour in schools Advice for headteachers and school staff (HMGovt updated 2024 **),** The Use of Reasonable force: Guidance for Head teachers, staff and Governing Bodies (2025) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or neurodivergent applies to all special school settings. Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

14.4 Cape Primary School has a separate policy regarding physical intervention.

15. .Statutory School policies

15.1 A full list of statutory policies can be found at https://www.gov.uk/government/publications/statutory-policies-for-schools . Note that none of these policies relate to safeguarding and child protection.

15.2 School –Virtual Office link: http://www.sandwell.gov.uk/extranetforschools/info/22/safeguarding

Other Recommended Policies

Anti-bullying	PSHE curriculum (Sex and Relationship Education)
Drugs and substance misuse	Race, Disability and Equality Policy
E-Safety (including Acceptable Use Policies and Use of Digital Images)	Recruitment and selection
First aid (including management of medical conditions, intimate care)	Physical Intervention
	Combating Extremisim
Behaviour	Staff Code of Conduct
Attendance Health and Safety	
Management of allegations against staff	Whistle blowing
Data Protection and Freedom of information	Supporting Children with medical conditions
Tackling Youth Violence and Weapons	Domestic Abuse

Appendix A Useful links and resources

Home - Sandwell CSP
Sandwell Family Life
Child Exploitation Toolkit
County Lines Exploitation Guidance
CSE Exploitation for Schools
FINAL-Multi-agency-Practice-Principles-for-responding-to-child-exploitation-and-extrafamilial-harm-Designed-.pdf (researchinpractice.org.uk)
Preventing youth violence and gang involvement
criminal exploitation of children and vulnerable adults: county lines guidance
https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
Freedom from violence and abuse: a cross-government strategy - GOV.UK
Meeting digital and technology standards in schools and colleges - Cyber security: core standard - Guidance - GOV.UK

'*Sexting in schools and colleges*'.

Teaching online safety in schools - GOV.UK
Generative artificial intelligence (AI) in education - GOV.UK
Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Appendix B:

Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, immediate risk of significant harm

Situation

I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child).

I am calling because I believe this child is at risk of harm.

The parents are/aren't aware of the referral.

Assessment and actions

I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered) *or* I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

A Early Help Assessment has/hasn't been completed/ followed prior to this referral.

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because …

I have (actions taken to make the child safe).

Family Factors

Specific family factors making this child at risk of significant harm are (base on the Assessment of Need Framework i.e. parenting capacity, family/environment, and child's developmental needs)

Additional factors creating vulnerability are …

Although not enough to make this child safe now, the strengths in the family situation are …

Expected response

In line with "Keeping Safe in Education2026' , "Working Together to Safeguard Children" 2026 and Section 17 and/or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?).

Other recommendations.

Ask: Do you need me to do anything now?

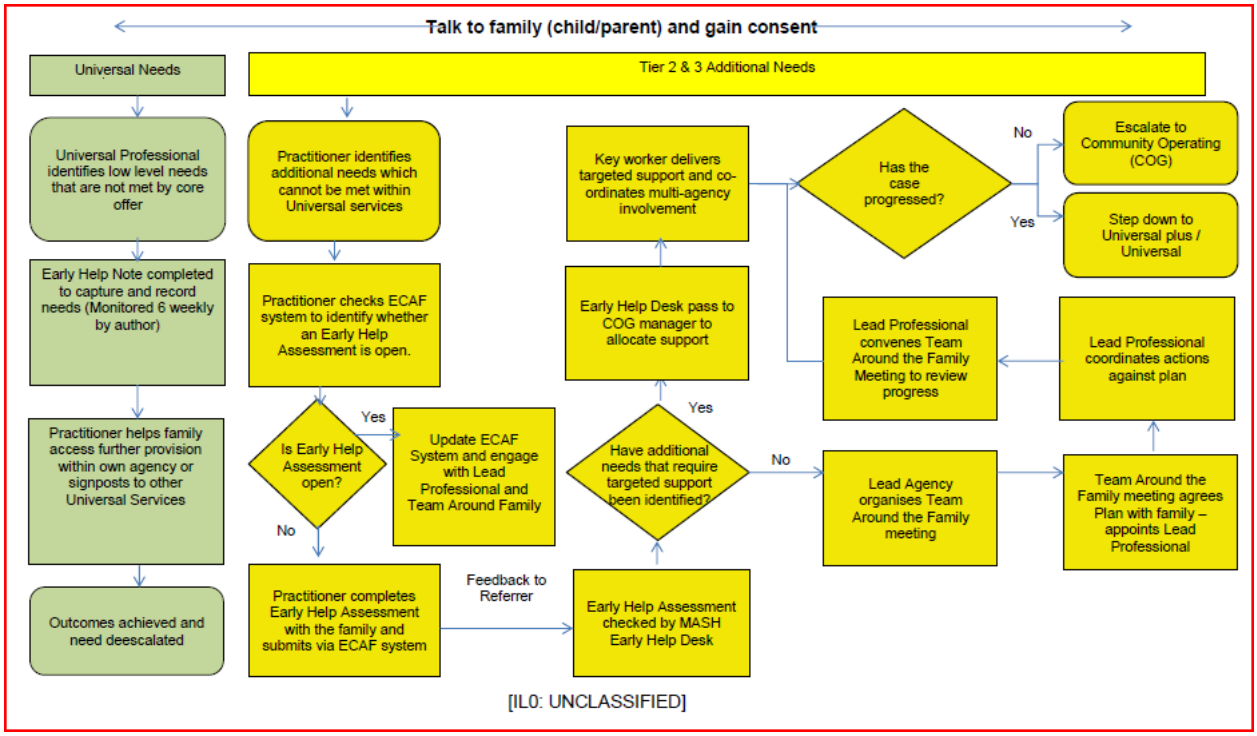
Referral and recording

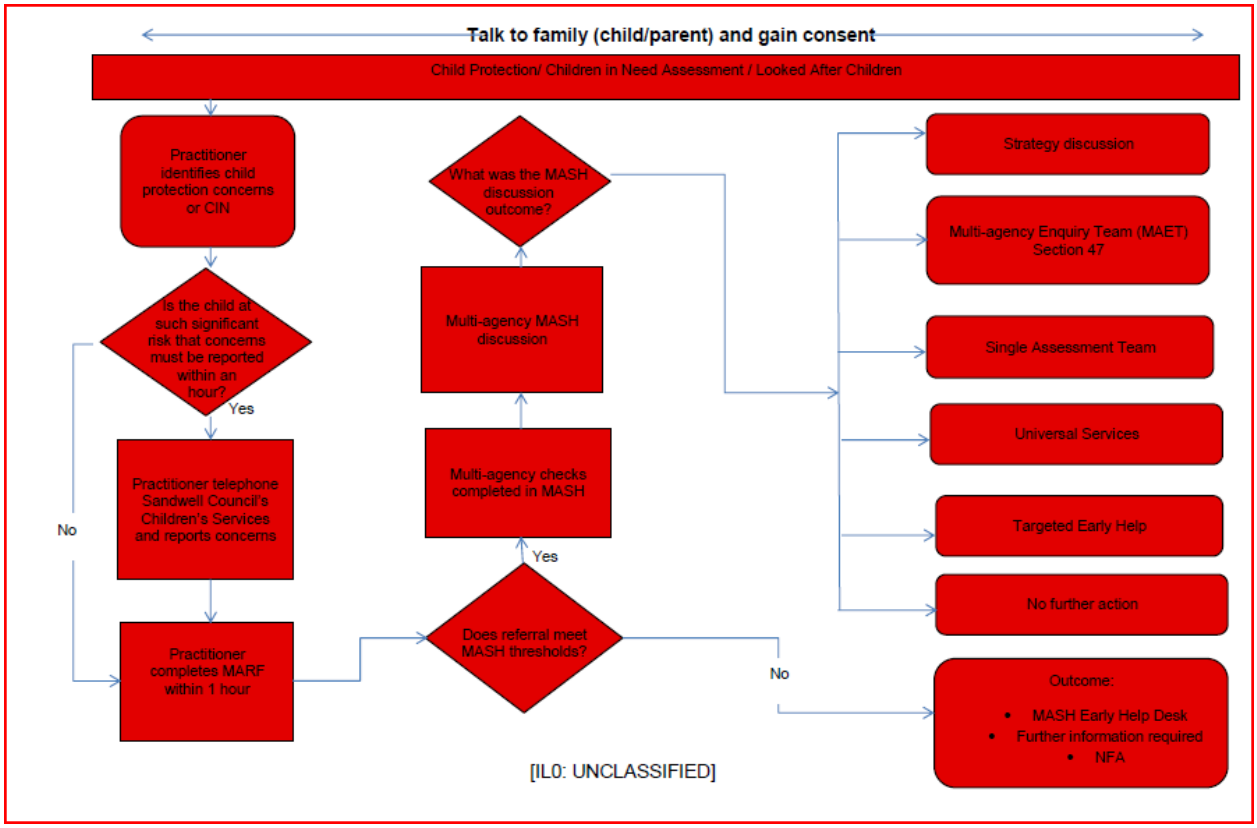
I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

Exchange names and contact details with the person taking the referral.

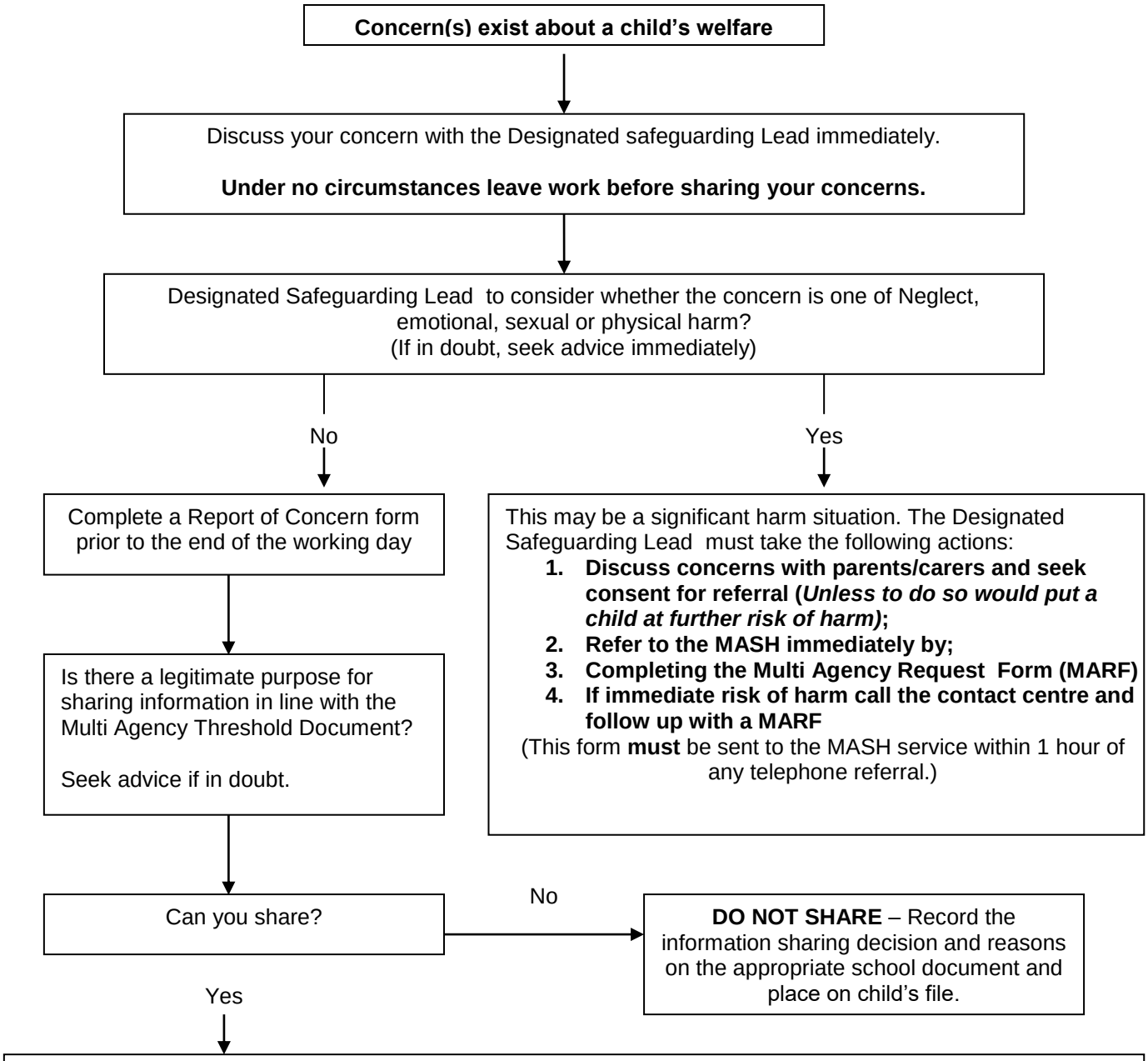
Now complete the MARF ensuring that it is sent within 1 hour and record details and time and outcomes of telephone referral.

Appendix C: Process Map





Appendix D: Safeguarding and Promoting Children's Welfare Procedural Flowchart



SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:

- Record the concern on a Report of Concern form, distinguishing fact from opinion. Using the Multi Agency Threshold Document consider if your concern meets the threshold (safeguarding concerns) for the offer of an early help assessment or the threshold for risk of significant harm (child protection).
- Early Help MASH – concerns that you believe are safeguarding concerns. Complete **Early Help Assessment** and submit via e-caf (if trained), via post to Early Help Team, PO Box 16021, Oldbury, B69 9EW or via e-mail to ecaf_queries@sandwell.gov.uk
- Child Protection MASH – concerns that you believe are child protection concerns. Contact your designated lead; consult with Early Help Social Worker for advice and guidance. Send completed **MARF** (multi-agency referral form) via secure e-mail to access_team@sandwellchildrenstrust.org or if an emergency that cannot wait an hour – call Sandwell's Contact Centre on 0121 569 3100
- **Record** the information sharing decision, your reasons, and open a confidential Safeguarding file for the child (if one does not already exist). Also note any agreed action, who is to complete this and by when.

Appendix E: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

The SPOC for **Cape Primary School** is **Miss Wendy Richmond**, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Cape Primary School staff in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of susceptible students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify susceptible individuals;
- Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix F: Definitions

Definitions of Abuse, Neglect and Exploitation_ (Including specific safeguarding Issues)

Are forms of maltreatment – a person may abuse, neglect or exploit a child by inflicting harm or failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female genital mutilation children may be taken out of the country to be abused.

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

The warning signs and symptoms of child abuse, neglect and exploitation can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionally impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs you can respond to problems as early as possible and provide the right support/services for the child and their family.

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

1. Physical Abuse

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Munchausen syndrome by proxy/Fabrication illness)

2. Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention

- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness
- Possible effects of physical abuse
- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties

3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

• It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

• It may involve serious bullying (including cyberbullying),

•causing children frequently to feel frightened or in danger, or

• The exploitation or corruption of children.

• Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

5. Possible effects of emotional abuse

- If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

Sexual Abuse and Exploitation

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- School must maintain a mantra and attitude of '**it could happen here'** and respond swiftly to all reports and concerns raised. Important considerations are: The wishes of the victim(s) and how they wish to proceed; the nature of the incident – crime or HSB; the age and developmental stages of the children involved; any power imbalance; one off or a sustained pattern of abuse; sexual violence and harassment within intimate personal relationships; intra-familial harms and support for the siblings; ongoing risks to the victim, children, staff; wider concerns related to other issues including CSE, CCE.

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age

- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Possible effects of sexual abuse

- Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse once recognised; can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Possible effects of neglect

- Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

For further information about neglect please see SCSP neglect policy.
The school DSL and Family Support Workers are all trained to deliver the 'Graded Care Profile 2' from the NSPCC, to help tackle neglect issues within the school community. This intervention sits within the local authority targeted Early Help level of Family Help.

Specific Safeguarding Issues

Violence Against Women and Girls (VAWG)

VAWG is defined as any act of gender–based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of "honour"; domestic abuse (including Controlling behavior and coercive control); female genital mutilation (FGM); forced marriage; sexual violence, abuse, exploitation and rape; stalking; harassment; trafficking for sexual exploitation; prostitution. If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

So-called 'Honour Based' Abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- forced marriage*

*A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a 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. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.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.

- **Female Genital Mutilation** (FGM) is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision' FGM is usually carried out on young girls between infancy and the age of 15 most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident.

Some of the following signs may be indicators of risk of FGM or a child has undergone FGM

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure /ceremony is taking place.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with menstrual or bladder problems.
- Children finding it difficult to sit still and look uncomfortable or complaining about pain between the legs spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- if a child suspects FGM is going to happen she may run away from home or miss school.
- Talking about somebody doing something to them that they aren't able to talk about.

  In Africa, FGM is known to be practiced among certain communities in 29 countries: Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

  Certain ethnic groups in Asian countries practice FGM, including in communities in India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in Oman, the United Arab Emirates and Yemen, as well as in Iraq, Iran, the State of Palestine and Israel.
In Eastern Europe, recent info shows that certain communities are practicing FGM in Georgia and the Russian Federation.
In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.
And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common

- Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. Terms used may be black magic, kindoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work. Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' the child.

Some of the following signs may be indicators of this type of abuse but may also be common features in other kind of abuse

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A personals personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them
- Parent or carer does not show concern for or have a close bond with the child.
- Childs school attendance becoming irregular or the child being taken out of school altogether
- A child reporting, they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members 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. Our support for Mental health in school is robust in our connections with CAMHs and Murray Hall through our Creative Therapist. Training in this area is an ongoing model for all staff and those with specific roles. Training for the whole staff has included: Understanding Young Minds; Aces-Attachment and Trauma. Family Support Workers: Trusted Adult Training; Gender Identity Training. DSL: Trusted Adult Training; Gender Identity Training; Mental Health Lead Training. Head Teacher: Mental Health Lead Training. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members 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, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on *Mental Health and Behaviour in Schools*.

Assessment of risk outside the family home – (Extra familial Abuse) The following toolkits and guidance will be referred to when concerns are used:

Child Exploitation Toolkit

County Lines Exploitation Guidance

CSE Exploitation for Schools

FINAL-Multi-agency-Practice-Principles-for-responding-to-child-exploitation-andextrafamilial-harm-Designed-.pdf (researchinpractice.org.uk)

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.
Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

Serious Violence

Staff are made aware of the possible indicators which may signal a child/young person is involved in serious violent crime. Indicators may include nut not limited to:

- Increased absence from school
- Changes in friendships groups
- Relationships with older individuals or groups
- Signs of self-harm
- Decline in academic performance
- Unexplained gifts or new possessions
- Changes in well being
- Signs of assault or unexplained injuries

There are a range of risk factors that increases vulnerability and likely involvement in serious violence. Risk factors may include (but not limited to):

- Being male
- Frequent absence or exclusion from school
- Experience of child maltreatment
- Previous involvement with offending behaviour

Further advice and guidance is available from Preventing youth violence and gang involvement and criminal exploitation of children and vulnerable adults: county lines guidance

Online Safety

There is a breadth of issues relating to online safety and social media. They can be broadly categorised in to four broad areas of risk:

- **Content –** being exposed to illegal, inappropriate or harmful material
- **Contact –** being exposed to harmful interactions with other users
- **Conduct –** Personal online behaviours that increases the likelihood of or actually causes harm.
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. We will report any concerns to the AntiPhishing Working Group (https://apwg.org/).

Consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes

Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery covers the incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the designated safeguarding lead with a view to referring to appropriate agencies following the referral procedures. Please see Multi Agency guidance Sept 2025. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) '*Sexting in schools and colleges*'

Online safety is reflected in the child protection policy which includes appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs (above) provide school with the basis of an effective online policy. The school computing and mobile phone policy have a clear guidance on the use of devices in school. At Cape Primary School mobile phones and watches are not allowed in school and any brought to school are locked away in the school safe for collection by the child/parent at the end of the school day. No use is allowed on school premises.

The appropriateness of any filtering and monitoring systems are a matter for Cape Primary School and is informed in part, by the risk assessment required by the Prevent Duty.39 To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards which 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 Governing bodies review the standards and discuss with IT staff and service providers what more needs to

be done to support schools and colleges in meeting this standard. Service Provider for Cape Primary School is: LGFL and Smoothwall.

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. Guidance on e-security is available from the National Education Network. In addition, schools and colleges should consider meeting the Cyber security standards for schools and colleges.GOV.UK. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

Communications with parents should reinforce the importance of children being safe online and that parents are aware of the filters and systems used to keep their children safe. Parents will be informed of what their children are being asked to do online by the school.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year olds and 12-17 year olds.
The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Child Criminal Exploitation:

Gang activity and youth violence

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and / or victims of crime. Some the risks associated with gang/criminal involvement are:

- Retaliatory Violence due to territorial disputes with other gangs
- Criminal records
- Physical and Sexual violence as a means of control
- Drug/alcohol addiction
- Poor educational or employment potential

Children may often be at the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

County Lines

Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas.

Possible indicators of exploitation:

- Missing episodes
- Disengagement with education and leisure activities
- Becoming isolated from friends and family
- significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside of the area
- Individuals with multiple mobile phones or tablets or 'SIM cards'
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity due the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

Child Sexual Exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced in to exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other children involved in exploitation
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology;
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

Early intervention and preventative work is key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk. At Cape Primary school we

do this by working with families, offering Early Help, contact and advice from the Local Authority Exploitation Team and with community policing: 1:1 sessions and small group work, within class and school assemblies. Alongside this we deliver a strong safeguarding message and knowledge through our PSHE curriculum and other curriculum links. See our 'safeguarding across the curriculum' document.

Radicalisation/Extremism

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. The following guidance sets out to support schools Managing risk of radicalisation in your education setting - GOV.UK (www.gov.uk)

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government in the Prevent Strategy as:

> Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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 that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

Child on Child abuse (including harassment and violence)

Children are capable of abusing other children including their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing others.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Sandwell Children's Trust should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

If we become aware of a child in a private fostering arrangement within Sandwell we will notify the council's Multi Agency Safeguarding Hub (*MASH*)

Child abduction and community safety incidents

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Cape Primary will support safety lessons through HRE/PSHE curriculum and themed assemblies, which are run by our teachers or by local community Police Officers and our Junior PCSO's.

In lessons the focus will be on building our children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Safeguarding Children with SEN and Disabilities:

KCSiE (2026) is clear that schools must take into account the safeguarding needs of children with SEN and Physical Health/Disabilities. Staff must be robust in knowing that sometimes the child's disability or SEN should not mask the potential for abuse; both in relation to their vulnerability to possible abuse and neglect but also in terms of being able to report such incidents. If the children are behaving in a particular way or are looking distressed or their behaviour and demeanor is different from in the norm for them. Staff must be vigilant to ensure they spot signs of abuse.

Children with SEN and Physical Disabilities can face additional safeguarding challenges, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical 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 disproportionally impacted by behaviours such as bullying, sexual exploitation, grooming without outwardly showing any signs; and

• communication barriers and difficulties in managing or reporting these challenges.

Our children are supported in school by our SENCo/FSW and will be referred to any outside agency support as required.

.Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:
• SEND Code of Practice 0 to 25 years, and
• Supporting Pupils at School with Medical Conditions.
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)
• Mencap - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
• NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people

Safeguarding children who are lesbian, gay, bisexual, or gender questioning

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Therefore, it is vital for staff to reduce any additional barriers faced, and provide a safe space for them to speak out or share their concerns with a member of staff. Schools to use the RHSE curriculum to help and support children who might be being bullied or abused.

GDPR and safeguarding:
In May 2018, the General Data Protection Regulation (GDPR) came into force and along with the it, the Data Protection Act 2018. Reference to this new legislation is included in this version of Keeping Children Safe in Education. Neither GDPR or the Data Protection Act 2018 prevents or limits the sharing of information to keep children safe.
KCSiE (2021), paragraph 48 states: '
Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Staff MUST be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan). Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers

supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and General Data Protection Regulation (GDPR). DPA and GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.
KCSiE states:

'It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information'.

Appendix G: Additional Advice and Support (KCSiE 2026 – Annex B pages 163-170)

Abuse

- 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

Bullying

- Preventing bullying including cyberbullying – DfE Advice
- Cyberbullying: advice for headteachers and school staff - DFEAdvice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools - DfE advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online

- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Teaching resources and advice for schools

- teaching-online-safety-in-schools - DfE advice outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow - NCA CEOPs advice on online safety
- UKCIS The UK Council for Internet Safety's website provides: sexting advice, online safety: questions for Governing Bodies and, education for a connected world framework
- beinternetlegends - Be Internet Legends from Google and Parentzone a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- UK safer internet centre Developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum. Also contains a specialist online helpline for professionals in UK schools and colleges
- pshe association - Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
- NSPCC - NSPCC advice for schools and colleges
- swgfl – South West Grid for Learning advice includes a template for setting out online safety policies
- lgfl - Advice and resources from the London Grid for Learning
- searching screening and confiscation - Guidance to schools on searching children in schools and confiscating items such as mobile phones
- the use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

Harms and abuse

- disrespectnobody - Home Office advice on healthy relationships, including sexting and pornography

educateagainsthate - Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation

- childnet cyberbullying - Guidance for schools on cyberbullying

Reporting harmful content

- Report harmful content - Advice on how to report harmful content from the UK Safer Internet Centre

Parental support

- internet matters - Help for parents on how to keep their children safe online
- parentzone - Help for parents on how to keep their children safe online
- net-aware - NSPCC advice for parents
- commonsensemedia - Independent reviews, age ratings, & other information about all types of media for children and their parents

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment between children in schools and colleges - DfE advice

- Serious violence strategy - Home Office Strategy