Safeguarding Policy



Signed by Chair of Governors:

Date ratified by Governing Body: 10.09.26

Date of Review: 01.09.27

Contents

1. Introduction
2. Statutory Framework
3. Safeguarding in Education
4. Continued Professional Development
5. The Governing Board
6. School Procedures
7. Safeguarding pupils who are vulnerable to Extremism
8. Safeguarding pupils who are vulnerable to Exploitation, Forced Marriages, Female Genital Mutilation or Trafficking
9. Dealing with a Disclosure
10. Making a request for support
11. Confidentiality
12. Communication with Parents/carers
13. Record Keeping

14. Allegations Involving School Staff/Volunteers

15. Child on Child Abuse (including harassment and violence)

16. Physical Interventions

17. Statutory Policies (including Peer on Peer Abuse, Whistleblowing)

18. Other Recommended Safe Environment Policies

19. Useful Telephone Numbers

Appendix A Information and resources
Appendix B Child Sexual Exploitation and Female Genital Mutilation
Appendix C Indicators of Vulnerability to Radicalisation
Appendix D Safer Guidelines
Appendix E Process Map
Appendix F Referral Flowchart
Appendix G Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)
Appendix H Sexting

1. Introduction

This document is the Child Protection Policy for The Primrose Centre and any extended services that it provides.

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

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

- protecting children from maltreatment
- preventing impairment of children's 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.

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.

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).

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, Low level concerns policy, Whistleblowing, Anti-Bullying Policy, Mobile Phone Usage Policy, Health and Safety, PSHE, Sex and Relationship Education, Equal Opportunities, Attendance, Offsite visits, E-safety, Staff code of conduct, routines and guidance etc and any other relevant policies as defined by statutory guidance and the school's Governing body.

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

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. 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.

All staff have received, read and signed to say that they understand Keeping Children Safe in Education September 2026 Part 1.

Purpose of a Child Protection Policy	To inform all members of staff, parents, volunteers, external providers and governors about the service's responsibilities for safeguarding children and their responsibilities therein.
Sandwell Safeguarding Children Board/Local Multi Agency	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 KCSIE 2026

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.

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

This Service recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 5-11 whose care and education comes within the remit of this service.

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. Children's 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 it's 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 behaviour 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.

We ensure that appropriate, robust Filtering and Monitoring is in place for on all school devices and

networks, which are regularly reviewed at least annually to assess their effectiveness.

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 safety we therefore implement a mobile phone policy to safeguard children.

We aim to meet the DfE filtering monitoring standards and the Cyber Security standards for schools and colleges in order toto 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.

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 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 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

2. Statutory Framework

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

- The Children Act 2004
- Sandwell Children's Safeguarding Partnership = Inter Agency Procedures
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused: advice for practitioners
- Keeping Children Safe in Education (September 2026)

- Information sharing advice for safeguarding practitioners
- Mental Health and Behaviour in Schools: Departmental Advice
- The Prevent Duty
- The Education Act 2002

On arrival to the Centre, all visitors are given an information leaflet highlighting our safeguarding procedures. The Safeguarding Policy is available on the Service website or can be made available as a paper copy. KCSIE 2026 requires all schools to follow the procedures for protecting children from abuse which are defined by Sandwell Safeguarding Children Board 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.

"KCSIE" 2026 places the following statutory duties on all schools:

- Schools should be aware of and follow the procedures issued by Sandwell Safeguarding Children Board
- Staff should be vigilant to signs of abuse and to whom they should report any concerns
- 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 against persons in a position of trust
- Every school should have Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating 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 SSCB at least every two years and this should be updated annually.

- 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 and updated on an annual basis.
- 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.
- School will ensure mainstream schools are aware they are responsible for safeguarding when a child is on a preventative placement and provide a letter of assurance.
- KCSIE 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. There is a 'mandatory reporting duty' for all education providers.
- Child missing from education - schools' 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.

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 years' childcare providers).

3. Safeguarding in Education

IThe 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)

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.

The Designated Safeguarding Leads for Child Protection in this school are:

NAME: Madeleine Saunders

The Deputy Designated Safeguarding Lead(s) for Child Protection in this school are:

NAME: Zoe Broom
Kristina Taylor
Julie Clarke

Deputy DSL's have 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.

It is the role of the Designated Safeguarding Lead for Child Protection to:

- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- 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.
- 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 meetings 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.

4. Continuing Professional Development

All members of staff and volunteers will have access to whole school safeguarding training annually. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers. Our DSLs and deputies will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSLs/Deputies to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school. This includes taking part in multi-agency training in addition to safeguarding training. Our Governing Board will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years to support their employers' role in Handling Allegations against adults who work with children and young people, including our staff and volunteers.

Our safeguarding arrangements are reported on a termly basis to our Governing Board and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

Our Safeguarding Policy is available to parents/carers and visitors on our School website and on request will send out paper copies in the post. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

5. The Governing Board

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.

The nominated governor for child protection is: Richard Hipkiss (Chair of Governors)

In particular the Governing Body/Proprietor [delete as appropriate] ensures that:
Our Governors/Trustees 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
- All staff (paid and unpaid)/agency and 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 and 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

6. School Procedures – Staff Responsibilities

All School staff, external providers and volunteers need to be alert to the potential abuse of children both within their families and from other sources including members of the School community.

If any member of staff is concerned about a child the Designated Safeguarding Lead must 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.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL as soon as possible. In the case of a serious concern, the DSL must be notified immediately to ensure a timely response. If a concern is raised whilst a pupil is off site, the visit leader must phone the Centre immediately and inform the DSL of their concern. The DSL will then be responsible for deciding on the next course of action. A written record must be completed on CPOMS when returned to site. The member of staff must not leave site until a written record has been completed and assigned to the DSL. The recording must be a clear, precise, factual account of the observations.

If the concern is raised during an offsite activity and a member of centre staff is not present, the external provider must ensure that they telephone the centre immediately and inform the DSL. They should also follow their own safeguarding procedures.

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. 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. 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.

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 SSPTWebsite) will guide you on what is the most appropriate level of support for families based on their level of need. The Designated Safeguarding Lead will decide whether the concerns should be referred to children's social care via the MASH team. If it is decided to make a referral to children's social care this will be discussed with the parents and consent gained, 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.

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

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.

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

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Abuse can also be related to child sexual exploitation, female genital mutilation and radicalisation. It should be noted that abuse can be by anyone including peer on peer abuse (see separate Peer on Peer Abuse policy). All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendices A, B and C for details**.

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- Harm outside the home
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)

- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse (see Child on Child Abuse Policy). This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should follow the child protection referral procedures if they suspect peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information can be found on the TES, MindEd and the NSPCC websites.

7. Safeguarding pupils/students who are vulnerable to extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix C.

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the School and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/PSE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the School's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL and report their concerns via a welfare concern slip. The procedure for reporting such concerns is the same as any other safeguarding concern.

8. Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, female genital mutilation or trafficking

Our safeguarding policy provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

Our School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

Our staff are supported to recognise warning signs and symptoms in relation to specific issues and includes such issues in an age-appropriate way in their curriculum.

Our school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Person knows where to seek and get advice as necessary. Where staff have concerns regarding these issues, they should report it to the DSL immediately. Refer to **Appendix B** for further information.

Additional guidance can be found in our radicalisation policy.

9. Dealing with a Disclosure

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

RECEIVE

- 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.

- 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.
- We will Listen carefully to the child nor stop a child who is freely recalling information.
- 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 the right action.

REACT

- To clarify information, we 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...."
- We do not ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
- We do not ask 'accusing' questions e.g." Why didn't you tell someone earlier?"
- We will not criticise the alleged perpetrator, it may be someone that they will continue to live with.
- We do not ask the pupil to repeat their disclosure for any other member of staff; it is the person receiving the disclosure's responsibility to share the information
- 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

- 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.
- If we have sufficient safeguarding concerns that the child has been, or is at risk of

harm, we do must tell them that we you will speak to someone to get help.

RECORD

- Notes are taken as soon as possible afterwards using the words that the child has used.
- We do not record assumptions and interpretations, just what was heard and seen.
- 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.
- We record the date, time and place of the disclosure.
- We will sign any written records and identify our position in the school setting.
- 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

- Immediately inform the Designated Safeguarding Lead for child protection (insert details) or in their absence the Deputy Designated Safeguarding lead Person for child protection (insert details) who will be responsible for following the appropriate procedures. In the absence of anyone being available in school, contacting MASH for advice.
- 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.
- 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.

10. Making a Request for support

A referral involves sharing information in line with Multi Agency Threshold Document to either the Early Help Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (**see Appendix F**).

Parents/carers will be informed if a request for support is being made except in the circumstances outlined in communication with parents.

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 Children's Services about how and when the parents should be approached and by whom.

If low level multi agency support is required for a child and/or their family, the Designated Safeguarding Lead for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This will be targeted multi-agency support to help the family resolve any identified concerns.

If the concerns are more complex and require statutory intervention, then the Designated Safeguarding Lead for child protection 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 E** detailing the referral procedure.

How to make a referral to Children's Social Care

- **Step 1** – Complete a Multi-Agency Referral 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.

- 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 children's social care's contact centre (0121 5693100). A MARF will also need to be completed without delay.

- **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.**

Concerns re: Terrorism/Radicalisation

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

11. Confidentiality

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

- 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.
- 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.

- 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 and SSCB inter-agency procedures.

12. Communication with Parents

- 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
- We will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

- We will be 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

- The School will endeavour to ensure that parents have an understanding of the responsibilities placed on the School and staff for safeguarding children.

13. Record Keeping

- 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.
- Information sharing and record keeping in school is completed in line with Data Protection (2018).
- N.B. Data Protection Act (2018) will not be reason to withhold information about safeguarding in the child's interest
- 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

- Our record keeping ensure information is kept confidential and stored securely.
- 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 Children's social care or PREVENT). Details of how the concern was followed up and any further outcome.

- 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. The child should not be examined intimately, or pictures taken of any injuries/marks (unless requested by statutory services).
- 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
- Children should NOT and will NOT be asked to make a written statement themselves or to sign any records.
- 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.
- No copies will be retained by the member of staff or volunteer
- The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018.
- 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. The safeguarding file will be transferred separately from the main pupil file.

- 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.
- 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.
- 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.

14. Allegations Involving School Staff/Volunteers

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 or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- 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)

- In these circumstances, any allegation or concern will be taken seriously and the headteacher who has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

- 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'
- 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
- 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 disciplinary procedure.
- They will be recorded on separate file so these concerns can be monitored and patterns established.
- 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
- 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.
- 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.

- 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.
- The headteacher/principal 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.
- 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
- The parent of any identified child will be spoken to and given information on what steps have been taken.
- If the Headteacher is implicated in the concerns, Chair of Governors will be informed immediately or, in their absence, the vice chair.
- The Chair of Governors in this school is:
- NAME: Richard Hipkiss CONTACT NUMBER: 01215534178
- The Vice Chair in this school is:
- NAME: Clare Sturmey CONTACT NUMBER: 01384255910
- The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher/Principal
- 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.

- 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.
- 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
- 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.
- 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.
- 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.
- 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.

Protecting yourself against Allegations of Abuse

'Keeping Children Safe in Education' 2026 says that all staff members should be aware of systems within the Service which support safeguarding and these should be explained to them as part of staff induction. This includes the Service's various policies such as the Behaviour Policy and the Staff Code of Conduct. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguards
- Never give out personal mobile numbers or private email addresses
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites
- Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

15. Child on Child abuse (including harassment and violence)

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

- We recognise that child on child abuse can occur between and across different age ranges.
- 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.
- We will explain to children that the law is in place to protect children and young people rather than criminalise them.

- 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.
- 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

- 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
- We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. Equally whilst we are aware that female students are the predominant 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.

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

- 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

- All complaints and incident will be taken seriously with a record of incidents and action taken.
- 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

- 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.

- 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

- 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 party 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.

16. Physical Interventions

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.

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 discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

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

17. Statutory School Policies

A full list of statutory policies can be found at the DfE. Note that none of these policies relate to safeguarding and child protection.

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.

18. Other Recommended Safe Environment Policies

Anti-bullying PSE curriculum

Race, Disability and Equality Policy Staff Code of Conduct

E-Safety (including Acceptable Use Policies Recruitment and selection
and Use of Digital Images)

First Aid (including management of Physical Intervention medical conditions, intimate care)

Management of allegations against staff Whistle blowing

Behaviour Peer on Peer Abuse

19. Useful Telephone Numbers

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 FamiliesTeam – 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

Appendix A – Definitions of Abuse and Neglect

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.

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.

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 cyber bullying), causing children frequently to feel frightened or in danger, or
- the exploitation or corruption of children.

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

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

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

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.

Child Sexual Exploitation (CSE) is also included in this category and if practitioners believe a child or young person is at risk of or is being sexually exploited then they should complete the CSE screening tool and contact Sandwell's CSE team.

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)
- 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.

Appendix B

Honour Based Violence

- So-called 'Honour Based' Violence 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 violence 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

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves various degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not

exhibit any external signs of this abuse. If a member of staff identifies causes for concern linked to possible CSE they will alert the DSL immediately.

Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care, and inform the DSL immediately.

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. 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.

Child on Child Abuse

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, sharing of nudes and semi-nudes , sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sharing of nudes and semi-nudes') 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

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 others
- 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 Anti-Phishing Working Group (https://apwg.org/).

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Creating and sharing sexual photos and videos of under-18s is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sharing of nudes and semi-nudes''

covers the incidents where

- A person under the age of 18 creates and shares sexual imagery of themselves with a young person 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 another young person 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. 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'.

Appendix C Indicators of vulnerability to radicalisation

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

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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; and Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

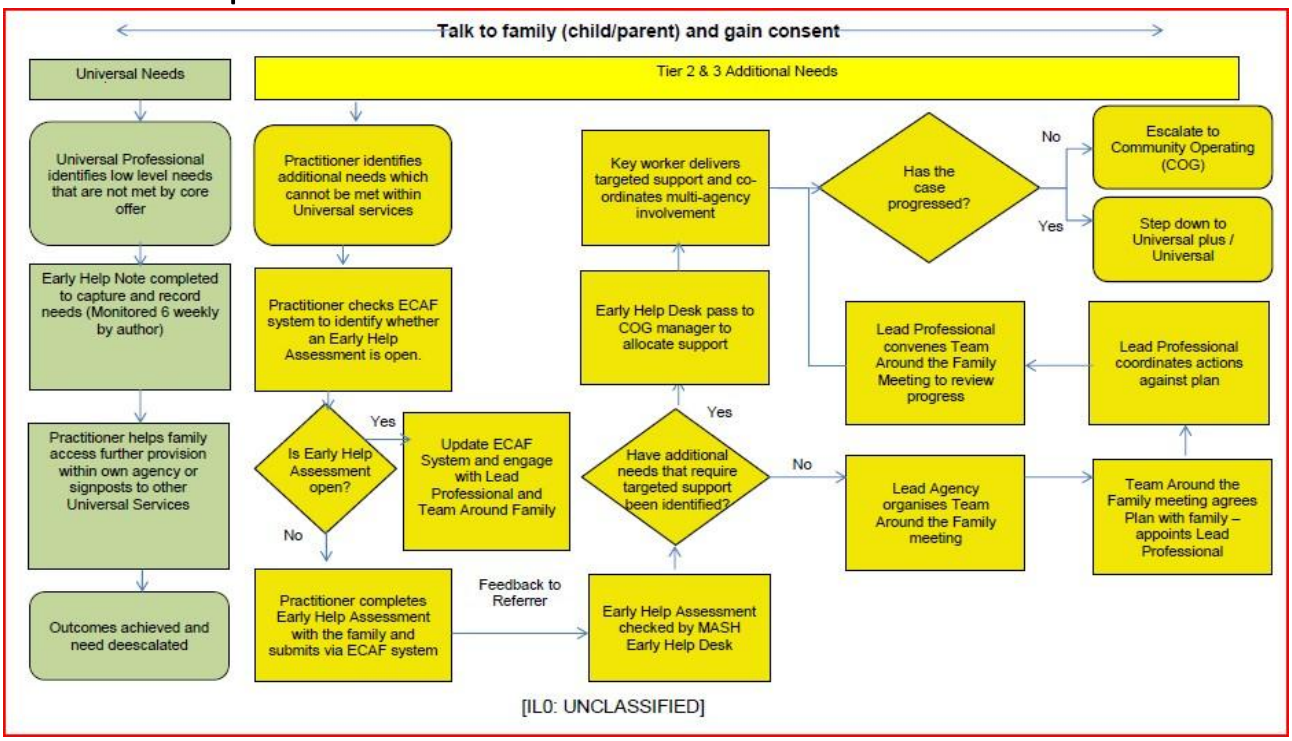
Criminal exploitation is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks and gangs groom and exploit children and young people to carry drugs and money within and from urban areas into suburban and rural areas. Possible indicators of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

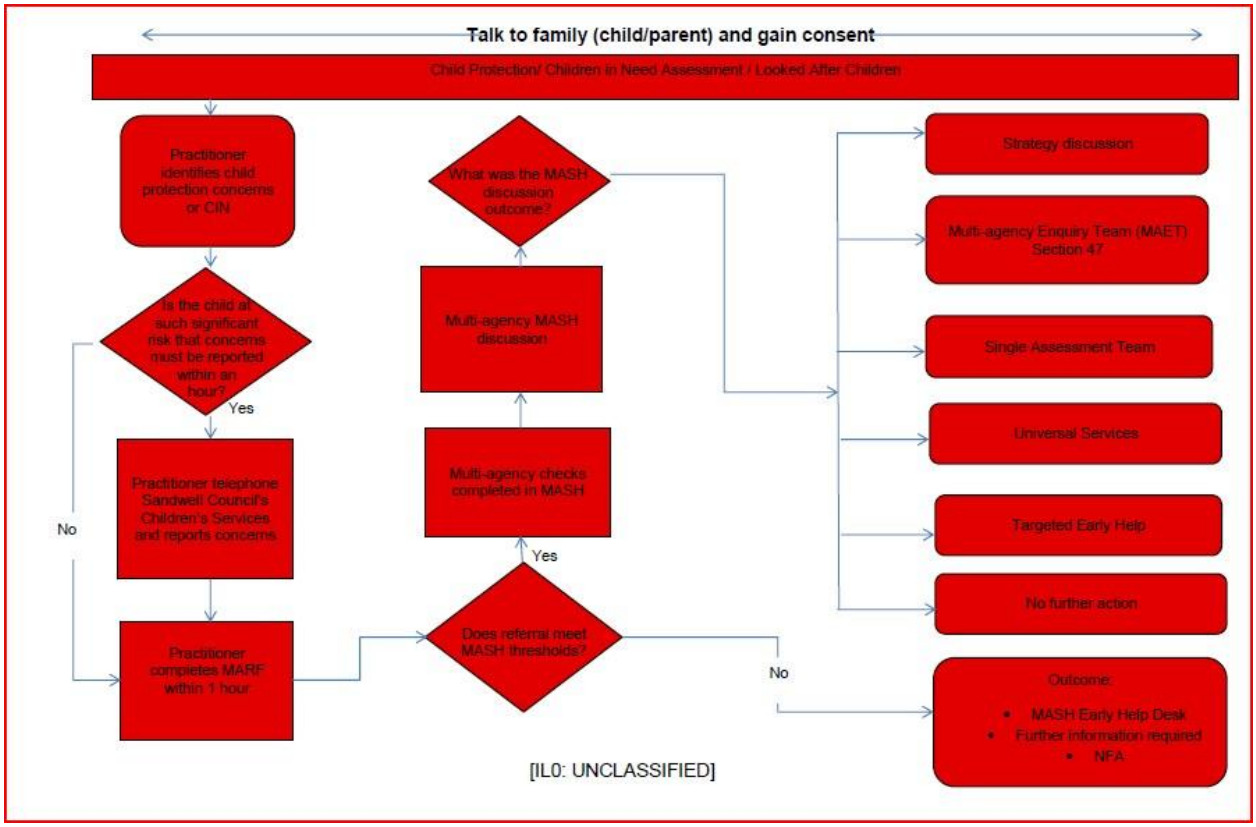
- Missing episodes
- Disengagement with education and leisure activities
- Becoming isolated from friends and family
- significant changes in emotional well-being
- A person meeting unfamiliar adults or a change to their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they 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.

-

Appendix E Process Map

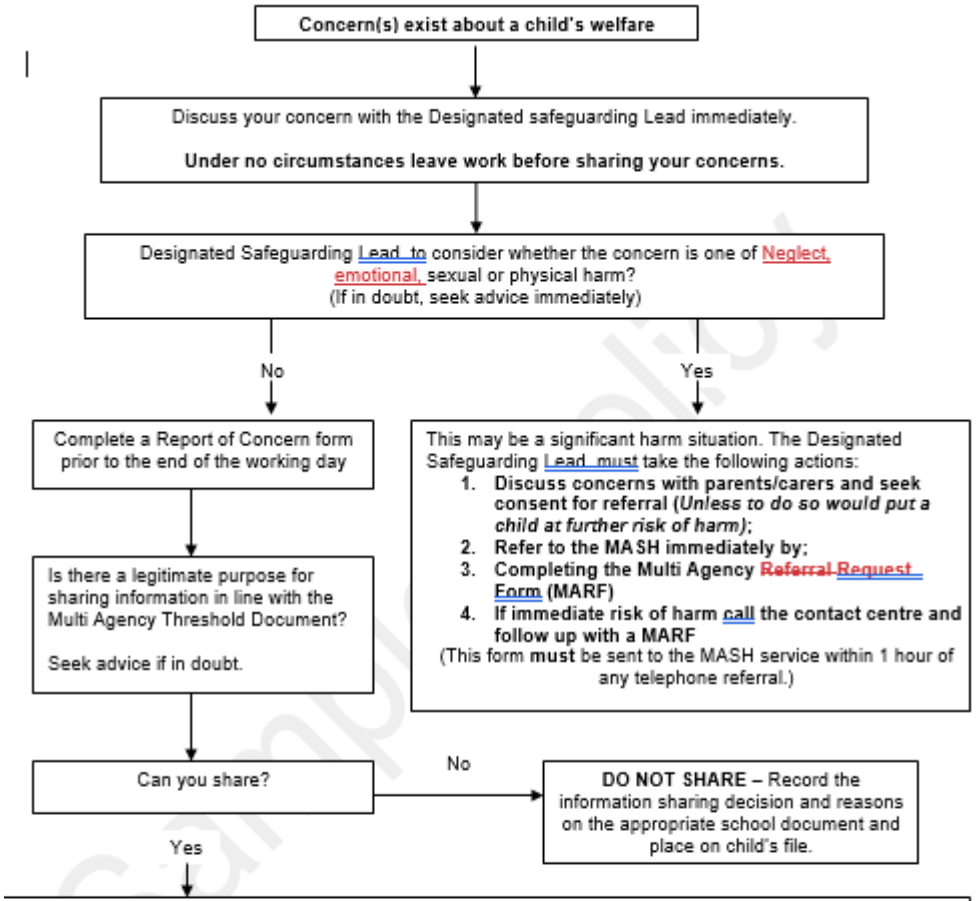




-

Appendix F

Safeguarding and Promoting Children's Welfare Procedural Flowchart



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

The SPOC for The Service is Madeleine Saunders, 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 The Primrose Centre 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 vulnerable 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 vulnerable individuals;
- Safeguard individuals who might be vulnerable 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 H - Sexting

There is no clear definition of 'sexting'. Guidance refers to the term 'youth produced sexual imagery' rather than 'sexting' and involves young people sharing sexual images that they, or another young person, have created of themselves.

Making, possessing and distributing any imagery of someone under the age of 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. This is outlined in the protection of Children Act 1978(England and Wales) and the Sexual Offences Act 2003 (England and Wales).

If an incident involving youth produced sexual imagery comes to your attention in school, the Child Protection Policy should be followed.

- The incident should be reported to the DSL as soon as possible using a Concern Notification slip.
- A meeting should be held by the DSL and relevant school staff.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

- If any devices need to be seized and passed onto the police, then the device should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it. Schools have power under the Education Act 2011 to search, screen and confiscate devices.
- Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.