BDMAT
Birmingham Diocesan Academies Trust

Warton Nethersole's C of E Primary School

Child Protection & Safeguarding Policy

Issued: September 2026

Contents

Safeguarding Policy Statement 5
Important contacts 6
1. Aims 7
2. Legislation and statutory guidance 7
3. Definitions 9
4. Equality statement 10
5. Roles and responsibilities 11
5.1 All staff 11
5.2 The designated safeguarding lead (DSL) 13
5.3 The governing board 15
5.4 The Headteacher 16
5.5 Virtual school heads 17
6. Confidentiality responsibilities for staff 18
7. Recognising abuse and taking action 20
7.1 When a child is suffering or likely to suffer harm, or in immediate danger. 21
7.2 When a child makes a disclosure to you. 21
7.3 If you discover that FGM has taken place, or a pupil is at risk of FGM 22
7.4 When you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger) 23
7.5 When you have concerns about extremism. 24
7.6 When you have a concern about mental health. 25
7.7 Concerns about a staff member, supply teacher, volunteer or contractor 26
7.8 Allegations of abuse made against other pupils (Bullying, Child on Child abuse and harmful sexual behaviour) 26
7.9 Making or Sharing Nudes and Semi-Nudes 27
Our approach is based on the guidance from the UK Council for Internet Safety. 28
7.10 Reporting systems for our pupils 29
8. Online safety and the use of mobile technology 29
8.1 Artificial intelligence (AI) 32
9. Working with Families 32
10. Pupils with special educational needs, disabilities or health issues 36
11. Pupils with a social worker 37
12. Looked-after and previously looked-after children 38
13. Pupil who are lesbian, gay, bisexual or gender questioning 38
14. Complaints and concerns about school safeguarding policies 39
14.1 Complaints against staff 39
14.2 Other complaints 39
14.3 Whistleblowing 40
15. Record-keeping 40

16. Training 41
16.1 All staff 41
16.2 The DSL and deputies 42
16.3 Governors 42
16.4 Recruitment – interview panels 43
16.5 Staff who have contact with pupils and families 43
17. Monitoring arrangements 43
Appendix 1: Safeguarding procedures in schools: 44
1.1: Checking visitors 44
1.2: Children who are absent from education 45
1.3 Alternative Provision 46
1.4: Missing pupils 47
1.5: Procedures for dealing with allegations of child-on-child abuse 47
1.6: Creating a supportive environment in school and minimising the risk of child-on-child sexual abuse 48
1.7: Searching, screening, confiscation, and the role of the Appropriate Adult 50
1.8: Sharing of nudes and semi-nudes ('Making or sharing nudes and semi-nudes') 51
1.9: Pupils who leave or join school at non-standard transition points 53
1.10: Non-collection of children 54
1.11 Use of school premises for non-school activities/extracurricular activities 54
1.12 Photography and images 55
Appendix 2 contextual safeguarding issues 57
2.1: Pastoral Support for pupils with special educational needs, disabilities or health issues 57
2.2: Helping children to understand and recognise risk and identify available support. 57
Schools to expand on this section as appropriate ..... Error! Bookmark not defined.
2.3: Reporting systems for our pupils 58
2.4: Child abduction and Community safety incidents 58
2.5: Child-on-child abuse 58
2.6: Domestic abuse 59
2.7: Homelessness 59
2.8: Preventing radicalisation 60
2.9: Child criminal exploitation 60
2.10: Child sexual exploitation 60
2.11: Modern Slavery 60
2.12: Serious violence 61
2.13: So-called 'honour-based' abuse (including FGM and forced marriage) 61
2.14: FGM 61
2.15: Forced marriage 61
2.16: Cybercrime 62
Appendix 3: Links with other policies 62

Safeguarding Policy Statement

A whole-school, child-centred approach is fundamental to all aspects of everyday life at our school. At Birmingham Diocesan Multi-Academy Trust all of our schools strive to create a culture which enables children to express their wishes and feelings and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

In line with our duties set out in the Children Act (1989, 2004) and Working Together to Safeguard Children (2023) we are committed to providing support and help as soon as possible, underpinned by our values that children are best looked after within their families, with their parents playing a full part in their lives where possible. We are also committed to ensuring that we work with agencies, including the appropriate Local Authority, to access support and targeted interventions for families when we consider that a child is, or may be, at risk of harm.

We hope that parents and carers will support us to undertake our statutory duties to offer early help support and to liaise with agencies to protect children who have suffered or otherwise likely to suffer significant harm without doing so. The core objective of early help support is to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Governance.

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) for school	Rachel Sage	01827 894182 r.sage@warton.bdmat.org.uk
Deputy DSL(s) (DDSLs)	Joanne Dormand Vicki Gresty Kirsty Ellis	j.dormand@warton.bdmat.org.uk v.gresty@warton.bdmat.org.uk k.ellis@warton.bdmat.org.uk
Emergency cover for DSL and DDSLs	Claire Parker	office@warton.bdmat.org.uk
Designated teacher for looked after or previously looked after children	Rachel Sage	r.sage@warton.bdmat.org.uk
SENDCo	Rachel Sage	r.sage@warton.bdmat.org.uk
Designated safeguarding lead (DSL) for the trust	Tim Boyes	t.boyes@bdmat.org.uk 07977 200005
Warwickshire schools Local authority designated officer (LADO)		01926 745376 lado@warwickshire.gov.uk
Warwickshire Children's Social Work Services	Family Connect (Children's and families front door)	01926414144 option 3 triagehub@warwickshire.gov.uk
Chair of governors	Linda Buckingham	Via the school office
Channel helpline		020 7340 7264

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026) and the Academy Trust Governance Guide. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to

  support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025, which together govern the lawful processing and sharing of personal information for safeguarding purposes.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

This policy also complies with our funding agreement and articles of association.

This policy also complies with locally agreed multi-agency procedures that have been put in place by the school's 3 safeguarding partners which can be found at https://westmidlands.procedures.org.uk/page/contents

3. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. *Appendix A of Keeping Children Safe in Education explains the different types of abuse on page 144.*

Neglect is a form of abuse and 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. *Appendix A of Keeping Children Safe in Education explains the different types of abuse on page 145.*

Making or sharing nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. Images include photographs, videos and livestreams. They may be self-generated, created by another person or digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are at risk due to either their own or a family member's mental health needs.
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions.
- Whose parent/carer has expressed an intention to remove them from school to be home educated.

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and trust and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
    - Healthy and respectful relationships
    - Boundaries and consent
    - Stereotyping, prejudice and equality
    - Body confidence and self-esteem
    - How to recognise an abusive relationship (including coercive and controlling behaviour)
    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
    - What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Create a culture where pupils who are lesbian, gay, bi or gender questioning (LGBTQ+) can speak out and share their concerns.
- Be professionally curious about what to look out for as this is vital for the early identification of abuse, neglect and exploitation so that we are able to identify children who may be in need of help or protection at the earliest opportunity.
- Be aware that abuse, neglect and exploitation are rarely isolated events and should consider the wider context of concerns.
- Be alert to indicators of modern slavery, financial exploitation and child-to-parent abuse alongside other safeguarding concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, IT policy and the safeguarding response to children who go missing from education.
- The community-based Early Help and Family Help assessment processes, including identifying emerging concerns, liaising with the DSL and contributing to assessments where appropriate.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do when they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

  Staff should also recognise indicators of:

- financial exploitation
- modern slavery
- stalking
- child-to-parent abuse
- abuse facilitated through artificial intelligence.

- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm.
- The increased role of technology and artificial intelligence in facilitating abuse, exploitation, image generation, grooming and online harm.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or gender questioning (LGBTQ+) can be targeted by other children.
- That a child and their family may be experiencing multiple needs at the same time.
- What to look for to identify children who need help or protection .
- The school will maintain clear arrangements for safeguarding cover at all times, including during educational visits, before and after school activities and school holidays where provision continues.

Section 16, Annexe B of Keeping children safe in education 2026 and appendix 1 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. This is explicit in the DSL's job description.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the deputies will act as cover.

If the DSL and deputies are not available, emergency cover (for example, during out-of-hours/out-of-term activities) will be in place.

Details of DSLs, deputies and emergency cover can be found on page 3 of this policy under important contacts.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them,
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at our school.
- Make sure that staff have appropriate safeguarding training including Prevent within the school year and at induction.

The DSL will also:

- Keep the headteacher informed of any issues.
- Ensure that safeguarding information is appropriately shared during pupil transitions and when pupils move schools.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- and be confident as to how to access this support.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The broad areas of responsibility and activities related to the role of the DSL and deputies can be found in Annex C of Keeping children safe in education

5.3 The governing board

The governing board and its committees which include the local academy boards will:

- Facilitate a whole-trust approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteachers to account for its implementation.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements.
- Appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
    - The DSL in each school has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support.
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
    - The DSL in each school has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place.
    - Each school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about

staff members (including supply staff, volunteers and contractors). The Staff-Code-of-Conduct covers this procedure.

- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

- Where another body is providing services or activities on the school premises (regardless of whether or not the children who attend these services/activities are children on the school roll):
  - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them when needed.
  - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
  - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated when the other body fails to comply.

The CEO will act as the 'case manager' in the event that an allegation of abuse is made against a headteacher, where appropriate see Managing allegations against staff, members, directors, governors and volunteers procedures.

All governors will read Keeping Children Safe in Education in its entirety.

Section 16 of this policy has information on how governors are supported to fulfil their role.

5.4 The Headteacher

The headteacher in each school is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover when the DSL is absent.

- Supporting the designated teacher for children on care to promote the educational achievement of any pupils who are children in care of the Local Authority and who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales or are in kinship care.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, in the school, where appropriate as per the managing allegations against staff policy.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this.
- Ensure when staff leave or change roles in school there is effective transfer of safeguarding responsibilities specific to the role in place
- Ensuring that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to always keep themselves safe, including when online, as part of a broad and balanced curriculum
- Ensuring that the culture of the school supports the provision of effective pastoral care and early help
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.
- Overseeing the safe use of technology, mobile phones and cameras in the setting
- Ensure safeguarding arrangements are regularly reviewed to reflect emerging safeguarding issues, learning from local and national safeguarding practice reviews, and updates to statutory guidance.

5.5 Virtual school heads

Virtual school heads have statutory responsibilities to promote the educational achievement of looked after children and meet their needs in a Personal Education Plan (PEP) and to provide advice and information to support children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England Wales.

Virtual school heads also have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker and children in kinship care arrangements.

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality responsibilities for staff

The trust recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2026.

- The headteachers and DSLs will disclose relevant safeguarding information about a learner with staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.
- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.
- When staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent when: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- When a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even when a victim doesn't consent to sharing information, staff may still lawfully share it when there's another legal basis under the UK GDPR that applies.
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
- The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)
  - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care.
  - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, when the alleged perpetrator is under 10, the starting principle of referring to the police remains.

- Regarding anonymity, all staff will:
  - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully
  - considering which staff should know about the report, and any support for children involved
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- When staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- Confidentiality is addressed in this policy with respect to record-keeping in section 15.

7. Recognising abuse and taking action

Staff should maintain an attitude of "it could happen here" and always act in the best interests of the child. Safeguarding concerns should not be considered in isolation and staff should consider the wider context in which concerns arise.

All staff are expected and trained to be able to identify and recognise all forms of abuse, neglect and exploitation as outlined in Keeping Children Safe in Education Part 1 and shall be alert to the potential need for early help for a child who:

- Is disabled.
- Has special educational needs (whether they have a statutory education health and care plan or not).
- Is a young carer.
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime.
- Is frequently missing/goes missing from education, home or care.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol themselves.
- Is suffering from mental ill health.
- Has returned home to their family from care.
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation or forced marriage.
- Is a privately fostered child.
- Has a parent or carer in custody, or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education.
- Has experienced multiple suspensions and is at risk of being permanently excluded and in Alterative Provision or a Pupil Referral Unit.

The DSL will keep a vulnerable list in school of children with the recognised vulnerabilities listed above along with children who are asylum seekers, bereaved, looked after or previously looked after, or in receipt of or previously in receipt of support from a social worker. This list is not exhaustive and will be added to using the professional judgement of the DSL.

Staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 When a child is suffering or likely to suffer harm, or in immediate danger.

Inform the DSL verbally **immediately** so a referral to children's social care and/or the police can be made promptly, when you believe a child is suffering or likely to suffer from harm or is in immediate danger.

In an emergency situation where the DSL or a Senior Leader is not available staff should make the referral themselves. **Anyone can make a referral.** The contact details are in the table below.

Tell the DSL (see section 5.2) as soon as possible when you make a referral directly.

Solihull Children's Social Work Services	**MASH Team** Emergency duty team (out of hours)	0121 788 4300 0121 605 6060
Birmingham Children's Social Work Services	**CASS Team** Emergency duty team (out of hours)	0121 303 1888 option 2 then option 2 0121 675 4806
Warwickshire Children's Social Work Services	**Children and Families Front Door**	01926414144 option 3 triagehub@warwickshire.gov.uk

7.2 When a child makes a disclosure to you.

When a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.

- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Report the disclosure to the DSL immediately so that appropriate safeguarding actions can be taken.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- Record the information on CPoms as soon as possible.
- Seek support for yourself if you feel distressed or need to debrief

Bear in mind that some children may:

- Not feel ready or know how to tell someone that they are being abused, exploited, or neglected.
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL when you have concerns about a child.

Staff should reassure children that they have done the right thing by speaking up and should never give the impression that the child is creating a problem by reporting abuse.

7.3 If you discover that FGM has taken place, or a pupil is at risk of FGM

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

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

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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL, record the concern and actions on CPoms and the DSL will involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and record the concern on CPoms.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and record the concern on CPoms.

7.4 When you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Record your concern on CPoms and where possible, speak to the DSL.

Figure 1 below, before section 7.7, illustrates the procedure to follow when you have any concerns about a child's welfare.

Community-based Early Help and Family Help assessment

Keeping Children Safe in Education states that all staff should be aware of local community-based Early Help and Family Help processes and understand their role in them. The DSL will ensure that staff understand the local thresholds for support and referral and will provide appropriate updates throughout the school year.

Community-based Early Help may include pastoral support or support available through universal, voluntary or community services. Where appropriate, the school may manage support internally with parents and carers so that the child's needs are addressed promptly. The school will keep a clear record of the support provided, agreed actions, responsibilities, timescales and progress.

Where a community-based Early Help or Family Help assessment is appropriate, the DSL will generally lead liaison with other agencies and support the establishment of an inter-agency

assessment. Staff may be required to support other agencies and professionals and, where appropriate, may act as the lead practitioner.

The school will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care when the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

When it is appropriate to refer the case to local authority children's social care or the police, the DSL or Deputy DSL will make the referral, unless as already stated in point 7.1, it is an emergency situation.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority when this information is not made available, and ensure outcomes are properly recorded.

When the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Details of local procedures for referral and escalation can be found in the link below:

Birmingham resolution and escalation protocol

Solihull Dispute Resolution/ Escalation Procedures

Warwickshire-Safeguarding-Children-Partnership-Practitioner Escalation Policy

7.5 When you have concerns about extremism.

When a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action and record your concern on CPoms.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying

and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 when you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

7.6 When you have a concern about mental health.

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.

Mental health concerns may also indicate that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should be alert to potential warning signs, including:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually enjoy
- signs of an eating disorder
- self-harm or physical signs of self-harm
- suicidal through, suicidal ideation or plans to end their life
- neglecting their personal care

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

When you have a mental health concern about a child that is also a safeguarding concern, and consider the child is suffering or likely to suffer from harm, or is in immediate danger, the DSL should be notified immediately so appropriate safeguarding measures can be taken. Your concern should be recorded on CPoms as soon as possible afterwards. When you do not consider the child to be

suffering or likely to suffer from harm, or is in immediate danger, record your concern on CPoms as soon as possible and notify the DSL of your concern.

When you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Where staff believe there is an immediate risk of serious harm, emergency services should be contacted immediately. Where urgent mental health support is required but there is no immediate emergency, advice may also be sought via NHS 111 Mental Health services.

7.7 Concerns about a staff member, supply teacher, volunteer or contractor

When you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. When the concerns/allegations are about the headteacher, speak to the CEO.

The headteacher/CEO will then follow the procedures set out in the Staff-Code-of-Conduct or Managing allegations against staff, members, directors, governors and volunteers procedures as appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the CEO

When you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, report this immediately to the Headteacher. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see Managing allegations against staff, members, directors, governors and volunteers procedures for more detail).

7.8 Allegations of abuse made against other pupils (Bullying, Child on Child abuse and harmful sexual behaviour)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Staff should also be alert to times when children may be at increased risk during the school day, including immediately before and after school.

Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator.

Child-on-child abuse is preventable. Early identification of concerning behaviours and timely evidence-based intervention can reduce the risk of abuse escalating.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, including all incidences of bullying including cyber bullying and prejudice or discriminatory based bullying.

But this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is of a serious nature, and potentially a criminal offence.
- Could put other pupils in the school at risk
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)
- Is seriously impacting upon a child's well-being
- Serious physical assault
- Threats involving weapons
- Financial exploitation
- Child-to-parent abuse (where relevant)

See points 30 - 33 of Keeping Children Safe in Education 2026 for more information about child-on-child abuse.

Our procedures for dealing with allegations of abuse made against other pupils and how we create a supportive environment in school, minimising the risk of child-on-child abuse can be found in appendix 1 of this policy

7.9 Making or Sharing Nudes and Semi-Nudes

Making or sharing nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images by children under the age of 18. Images include photographs, videos and

livestreams. They may be taken by the child themselves, taken or created by another person, or digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

Our approach is based on the guidance from the UK Council for Internet Safety.

Your responsibilities when responding to an incident.

When you are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nude images, videos or livestreams, you must report it to the DSL immediately.

You must never:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it , this is illegal (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL. Procedures following a report of this nature being received by the DSL can be found in appendix 1.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes in an age appropriate way. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding, or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

Reporting systems should be well publicised, easy for children to understand, age appropriate and accessible to all pupils, including those with SEND.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.

More information on our reporting systems can be found in appendix 1 of this policy.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

Technology is a significant component in many safeguarding and wellbeing issues. Children may experience abuse both online and offline, and in many cases the two are closely connected.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers, and governors.

- The school will review filtering and monitoring arrangements regularly and at least annually to ensure they remain effective and proportionate to identified risks.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate, or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct – online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will:

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim.
  - Learning to be a critical thinker,
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations,

roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff and volunteers are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff and volunteers are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present.
    - *Staff and volunteers will not take pictures or recordings of pupils on their personal phones or cameras or any other electronic devices capable of imaging and sharing as noted in the Staff-Code-of-Conduct and BDMAT IT policy*

  Make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use when a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. Please see BDMAT IT policy
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our Staff-Code-of-Conduct *and* BDMAT IT policy

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as Chat GPT, or a wider collection of tools to create text, audio, and video.

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

All schools will treat any use of AI to access harmful content or bully pupils in line with this policy and their anti-bullying/behaviour policies.

The trust has developed a set of "Principles for Responsible AI" to guide our use of AI technology, and staff should be careful to follow these when using AI tools. Any new AI tools must go through the normal change enablement process to provide an opportunity to assess the risks and benefits.

Staff should be aware that artificial intelligence can be used to facilitate safeguarding risks, including the creation or manipulation of sexual images, impersonation, online grooming, bullying, harassment, fraud and other forms of abuse. Staff should remain alert to these emerging risks and respond in line with the school's safeguarding procedures.

8.2 Mobile Technology

The school maintains separate expectations regarding the safe use of mobile technology by pupils, staff and visitors. These arrangements form part of the school's safeguarding framework and should be read alongside the Staff Code of Conduct, Online Safety Policy and Acceptable Use Agreements.

9. Working with Families

Alongside Keeping Children Safe in Education we adopt the fundamental principal of working in a child-centred approach within a whole family focus as promoted in Working Together to Safeguard Children 2026.

This principle is underpinned by the findings and recommendations within the Government's 2023 publication Stable Homes in response to the recommendations of the Independent Review of Children's Social Care. The strategy sets out how children's social care is to be committed to supporting every child to grow up in a safe, stable and loving home. For most children this means growing up within their family. The strategy also emphasises the importance of having stronger expectations of support through early help and family networks.

At BDMAT our principles align to the above. We endeavour to work in partnership and collaboration with children and their families so that they are supported from an early stage by being a part of and leading the conversations about change and aims for their children. We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to improve their own agency to make safe and positive decisions for themselves and their children.

Our principles include, but are not limited to:

Promoting effective partnership working with parents and carers e.g. build strong, positive, trusting, and co-operative relationships by:

- approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity
- avoiding reinforcing family shame, suffering, and blame
- making efforts to understand the impact of the parental trauma influencing the dynamics and experiences of the family
- using strength-based approaches, working with parents and carers to identify what is working well and how their strengths could support them to effect positive change
- ensuring we work sensitively with parents, carers, and children, to identify and understand the impact of adversity and trauma in their lives; seeking to understand how adversity and trauma might manifest and affect children and parent's engagement and use their expertise to adapt their response with care and compassion
- adapting our responses to meet the diverse needs of parents and carers, including fathers and male carers, and the specific challenges being faced, including parents and carers of disabled children, and where harm is outside the home
- ensuring we understand the family's background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support

- being alert and recognising where parents or carers may not be acting in the best interest of the child or where children may be experiencing abuse, neglect, and exploitation as a result of actions by parents, carers, or other individuals in their lives. Practitioners use their skills and expertise to adapt their response to secure engagement
- being mindful of negative stereotypes when making decisions which might lead to false assumptions.

Communicating effectively verbally and non-verbally by:

- communicating with respect, being clear, curious and inclusive; adapting to parent's and carer's needs
- providing materials to children, parents, carers, and families which are jargon free, developmentally appropriate and in a format that is easily understood
- ensuring any materials, such as minutes or reports, capture the school's contribution but also those from the children, parents and carers which must include their views and wishes
- supporting families to access support to translate information where English is not their first language. Our school will access interpreters where nee
- Language.
- Empowering our parents and carers to participate in decision-making to help, support and protect children by:
- creating a safe culture which is an open and accepting forum free from discriminatory or prejudicial judgements
- ensuring the open culture is one which still provides reflection and challenge where the information has the potential to be a risk or influencing factor which may impact on a child's safety and wellbeing
- asking families for their perspective on a situation or issue that arises, ensuring we consider their point of view and factor this in when thinking about support
- promote families' rights to support through use of advocates, family members or a supporter
- ensuring parents and carers are fully aware of who will attend meetings and discussions, if the child will be invited to participate, and the format of the meeting or discussion
- giving parents and carers adequate preparation at every stage, relevant information, a safe and appropriate environment for participation, and suitable access arrangements

- signposting parents and carers to sources of help and support available locally or through the Local Authority
- provide opportunities for feedback and review to ensure acknowledgement of positive progress but also reviewing and discussion of any new or increasing issues to readapt a family's plans
- being transparent about our concerns and why we may need to request support from an outside agency; and the potential actions should our concerns increase for the children
- helping parents and carers to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes
- providing information about different types of support, what it involves and expects from parents and carers so they can make an informed choice and decision about which support pathways will be more helpful and effective for them.

Sharing information with parents

In line with our principles of working with families outlined above, we strive to be transparent, open and clear when we need to discuss any information or concerns that worry us about a child's wellbeing. If we feel that we need to share information, we will explain how information will be shared or used so that families can make an informed choice about whether to consent.

If we feel that we need to share information with services due to concerns about a child's safety or welfare and/or to provide the family with specific support, we will be upfront, transparent and honest about our concerns and the ways in which such services could help the family. We will endeavour to support and encourage the family to consent and engage with such support. We believe that this collaborative approach will support children to have the confidence to speak up and share their views as well as encouraging parents and carers of children at our school to have a willingness to engage with services that provide support.

If we have a concern about a child's safety and have decided to share information to protect them from a risk of harm, we will endeavour to gain cooperation and understanding from parents and carers. We will strive where possible to always gain consent and where we believe our concerns have increased and warrant the sharing of information to statutory services such as Police and Children's Social Care, we will have made efforts to discuss, explore and provide support to address these with families in a collaborative way beforehand; concerns should not be a surprise to families unless in situations where a one off or unprecedented incident occurs.

However, for a small number of children, seeking parental consent is not always possible and may place a child or others at risk of harm, for example:

- the child would be placed at increased risk of significant harm through the action of gaining this consent
- there would be an impact on a criminal investigation
- a delay in making the referral would impact on the immediate safety of the child

In situations where our professional or legal duty is exercised to share certain information in the absence of consent, we will inform parents as soon as possible if it is safe and appropriate to do so. We will be clear about what we have shared, with whom, the reasons why and how the information will be used.

In any situation where a child or their parent/carer object to consent or particular information sharing and we decide that it is proportionate to do so, a clear rationale, outlining our decisions and the reasons why, will be recorded on the child's file.

In situations where there are allegations of child-on-child abuse, we will notify the parents or carers of all the children involved. If a child or group of children have suffered significant harm or are considered at risk of harm either directly or online, we will have a duty to consider making a referral to Children's Social Care and the Police if a crime has been committed. Our principles for information sharing and consent will apply unless we have a legal obligation to report the incident.

In addition to sharing information, our DSLs will endeavour to arrange meetings with the parents and carers of all children to share information about the incident, plan safety strategies and/or risk management plans. Our DSLs will endeavour to keep families up to date and provide reassurance on any measures being taken, whilst respecting the privacy of each individual child involved.

10. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND, or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Staff should remain alert to the additional vulnerabilities that may arise where a child is a young carer or has complex medical needs.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing s.

Staff should recognise that safeguarding arrangements for pupils with medical conditions should work alongside healthcare plans, education, health and care plans (where applicable) and any other safeguarding plans to ensure a coordinated approach to meeting the child's needs.

We offer extra pastoral support for these pupils. Information about this support can be found in appendix 1 of this policy.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

11. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare, and educational outcomes.

For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support

12. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

13. Pupil who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

The school recognises that children who are lesbian, gay or bisexual, or who are questioning their gender, may experience bullying, discrimination or abuse. Staff should respond to concerns on an individual basis, taking account of the child's wishes, feelings and best interests.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

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

14. Complaints and concerns about school safeguarding policies

14.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (See Managing-allegations-against-staff-members-directors-governors-and-volunteers-procedures).

14.2 Other complaints

All other complaints are dealt with under our Complaints Policy available on the school and trust websites, with the following exceptions.

Excluded Matters	Signposting
Admissions	The process for challenging admissions decisions is set out in our admissions policy on the school website in accordance with relevant statutory guidance.
Exclusions	The process for challenging exclusions decisions is set out in the DfE's statutory guidance and information can be found at: School suspensions and permanent exclusions - GOV.UK

Statutory assessments of Special Educational Needs (SEN)	Concerns about statutory assessments of special educational needs should be raised directly with the local authority.
National Curriculum content	Please contact the Department for Education at Contact the Department for Education (DfE) - GOV.UK
School re-organisation proposals	Where concerns are not adequately addressed by the academy, complaints can be raised directly with the Department for Education.
Staff conduct	Certain complaints about staff may need to be dealt with under the academy's internal disciplinary procedures, when appropriate.
Complaints about services provided by other providers who may use school premises or facilities	Providers should have their own complaints procedure to deal with complaints about service. Please contact them directly.
Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.

14.3 Whistleblowing

We have an internal Whistleblowing Policy for all our employees, including temporary staff and contractors.

15. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. When you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear, comprehensive factual summary of the concern
- Details of how the concern was followed up and resolved.
- A note of any actions taken, decisions reached and the outcome.

Records should clearly identify the concern, actions taken, decisions reached, the rationale for those decisions and the outcome.

Concerns and referrals will be kept electronically on CPoms for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

When a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

Child protection records should continue to support children when they move schools. Files should be transferred securely, promptly and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term

In addition, when the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

16. Training

16.1 All staff

All new staff members will participate in the trust's Staff-Induction-Policy and processes

All staff members will undertake safeguarding and child protection training as part of this induction, including on whistle-blowing procedures, staff code of conduct and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

All staff will receive annual safeguarding and child protection training at the beginning of each academic year.

This training will be regularly updated and will:

- Be integrated, aligned, and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- Be in line with advice from the 3 safeguarding partners.

- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment.
    - Have a clear understanding of the needs of all pupils.

Safeguarding updates should also reflect emerging safeguarding themes, learning from safeguarding practice reviews and changes to statutory guidance.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required for example, through emails, e-bulletins, and weekly staff meetings.

Volunteers will receive training, as appropriate.

16.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, attending webinars and meetings arranged by the local authority safeguarding team or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

Appropriate arrangements will always be in place to ensure safeguarding cover when the DSL is unavailable.

16.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

16.4 Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

The trust expects all Headteachers, school leaders and governors involved in recruitment and school admin staff to undertake the Safer Recruitment Consortium accredited training via the Trust's appointed trainer.

See our Recruitment-and-Selection-Policy-and-Procedure- for more information about our safer recruitment procedures.

16.5 Staff who have contact with pupils and families

All staff working in Early Years who have contact with children and families will have supervision which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

17. Monitoring arrangements

This policy will be reviewed at least annually and updated sooner where required to reflect changes in legislation, statutory guidance, local safeguarding arrangements or emerging safeguarding risks. At every review, it will be approved by the full governing board. The final version of Appendix 1 will be approved by the Local Academy Boards once the Headteachers have updated the information to reflect the issues faced in their individual schools and the processes they have in place following local area partnership working.

Appendix 1: Safeguarding procedures in schools:

This appendix is based on the advice in Keeping Children Safe in Education, in particular part five and annex B and has been adapted to reflect any locally agreed procedures.
It outlines our school approaches to safeguarding issues; actions staff should take and how we work with external agencies if relevant.

1.1: Checking visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

The identity and suitability of visitors

When the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.
Visitors are expected to sign in using the sign in systems and wear a visitor's badge and lanyard. The colour of the lanyard will identify if they should be supervised whilst on site.
Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times.
Visitors who are in regulated activity must be included on the SCR.
ID checks and any supporting documents for ALL visitors will be retained for 12 months from the date of the visit.

Regulated activity means a person who will be:

a) *Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or*
b) *Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or*

- *Engaging in intimate or personal care or overnight activity, even when this happens only once and regardless of whether they are supervised or not.*
- *The Safeguarding Vulnerable Groups Act 2006 provides that the type of work referred to at (a) or (b) will be regulated activity if "it is carried out frequently by the same person" or if "the period condition is satisfied". Paragraph 10 of Schedule 4 to this Act says the period condition is satisfied if the person carrying out the activity does so at any time* ***on more than three days in any period of 30 days.***

We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff. See our Preventing Radicalisation policy for further details.

1.2: Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, including involvement in county lines or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

We will follow our procedures for unauthorised absence and for dealing with children who are absent 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 going missing in future.

This includes:

- Working with the appropriate agencies on Early Help interventions
- Working with Children's Services where children have been identified as needing statutory interventions.
- Liaising with the police as appropriate
- Working with mental health teams as appropriate
- Working with the Local Authority (LA) on legal interventions as per LA guidance and systems
- informing the local authority when a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as county lines, child criminal exploitation, child sexual exploitation, travelling to conflict zones, FGM and forced marriage.

When a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, when the child is suffering or likely to suffer from harm, or in immediate danger.

1.3 Alternative Provision

The guidance in this section is in line with Keeping Children Safe in Education and the DfE guidance on Alternative provision February 2025

When the school alongside other professionals and in consultation with parents/carers (and pupils if appropriate) decides that a placement in alternative provision is in the best interests of a pupil, the school inform the CEO of the trust and will ensure the following to safeguard the pupil:

- The school will continue to be responsible for the safeguarding of the pupil
- The school should be satisfied the placement meets the pupil's need and will make a visit prior to the placement starting to ascertain this is the case
- The school should have written records that include the address and contact details for the alternative provider and any subcontracted provision or satellite sites the child may attend
- The school should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on all individuals working at that establishment and any subcontracted provision or satellite sites the child may attend. These should be the same checks as the pre-employment checks carried out on school staff and agency staff.
- The school will get written confirmation from the alternative provider that they will be informed of any staff changes so checks on new staff can be verified
- The school will have a written agreement in place where the alternative provider notifies then of any absences by the child.
- The school will review the placements at least half termly to provide assurance that the child is regularly attendings and the placement continues to be safe and meeting the child's pastoral and educational needs

- Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

1.4: Missing pupils

The trust operates in accordance with statutory guidance Children Missing Education (DfE 2024)

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. When a child goes missing, we will carry out appropriate checks to try to locate the child which will include:

- Letters home (preferably by recorded delivery)
- Enquiries to friends, neighbours through all known contacts provided to school.
- Home visit where safe to do so.
- Contact with other schools where siblings are registered.
- Enquiries with other services known to be involved with the family
- Contacting the Child Missing in Education (CME) Team at the Local Authority (LA) to inform them that a child is missing and completing a referral form to allow further checks to be completed by the LA. The link to the appropriate LA can be found below:

birmingham cme referral form Telephone: 0121 303 4983 Email: cme@birmingham.gov.uk

solihull cme form Telephone: 0121 704 6663 Email: inclusion@solihull.gov.uk

warwickshire cme form Telephone: 01926 736323 Email: cme@warwickshire.gov.uk.

All contacts and outcomes will be recorded on the pupil's file on CPOMS.

1.5: Procedures for dealing with allegations of child-on-child abuse

When a pupil makes an allegation of abuse against another pupil, the school will follow the behaviour policy which can be found on the school website. Where the allegation raises safeguarding concerns:

- Staff must record the concern in the usual way on CPoms and inform the DSL, but do not investigate it, if it is potentially a criminal offence.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police when the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected)

with a named person they can talk to when needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

- The DSL will contact the children and adolescent mental health services (CAMHS), when appropriate

When the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police when we have any questions about the investigation.

1.6: Creating a supportive environment in school and minimising the risk of child-on-child sexual abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils are able to report abuse using our reporting systems easily and confidently (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously.
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even when there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here".
- That when they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report.
    - A member of staff may overhear a conversation.
    - A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL when they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them.
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.

Senior Leaders alongside DSLs will

- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns.

- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

1.7: Searching, screening, confiscation, and the role of the Appropriate Adult

The DSL should liaise with the headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2023 - GOV.UK

In accordance with Searching, screening and confiscation in schools - GOV.UK staff can search a pupil for any item if the pupil agrees.

The headteacher and any member of staff authorised by the headteacher also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to or damage to the property of any person (including the pupil).

The headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.
In the event that a member of staff suspects that a confiscated device contains indecent images of children, they will pass the device to the DSL and will not examine the device themselves. The DSL will take advice from the Police and/or Children's Services before examining the device

1.8: Sharing of nudes and semi-nudes ('Making or sharing nudes and semi-nudes')

We follow the guidance in the link below in our schools when an incident is reported:

Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person ***(in most cases, images or videos should never be viewed as this is illegal – in exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent) and be in line with section 2.10 of the linked guidance.)***
- What further information is required to decide on the best response?
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment.

- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care when:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or when there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

When none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. *They can still choose to escalate the incident at any time if further information/concerns are disclosed later.*

The decision to respond to the incident without involving the police or children's social care should only be made in cases where the DSL (or equivalent) is confident that they have enough information to assess the risks to any child or young person involved and the risks can be managed within the school's pastoral support and disciplinary framework and, if appropriate, their local network of support.

The decision should be made by the DSL (or equivalent) with input from the headteacher and input from other members of staff if appropriate such as the SENCO if any pupil involved has SEND.
The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

When at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (when appropriate).

Pastoral interventions for all parties will be documented within the risk assessments alongside any sanctions put in place from the school's behaviour policy and these will be recorded on CPOMs along with subsequent reviews

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to report to the police, contact should be made through existing arrangements. *This may be through the MASH or equivalent in the first instance, a safer schools officer*, a Police Community Support Officer, *local neighbourhood police,* dialling 101 *or 999 (where there is a threat to life, which can include serious sexual assault and/or rape)*

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 15 of this policy also apply to recording these incidents.

1.9: Pupils who leave or join school at non-standard transition points

The school admin will inform the local authority that we plan to take a child off roll when they leave school to be home educated; move away from the school's location; remain medically unfit beyond compulsory school age; are in custody for four months or more (and will not return to school afterwards); or are permanently excluded.

Elective Home Education (EHE)

In line with Keeping Children Safe in Education 2026 guidance, when a parent has expressed to staff their intention to remove their child in order to electively home educate them, the Headteacher will encourage the parents to engage in a meeting with key professionals to ensure the parents are making an informed decision in the best interests of the child.

If the parent, then chooses to home educate and informs the school in writing of this decision then the school admin will notify the relevant Elective Home Education Team imminently by email and complete the relevant notification forms required by the relevant local authority EHE team before removing from roll

(ehe@warwickshire.gov.uk / tel. 01926 736323).

(Home.education@birmingham.gov.uk / 0121 464 7215)

(inclusion@solihull.gov.uk / 0121 704 6663)

The school will never encourage a parent to home educate.

The school admin will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point.

1.10: Non-collection of children

When a child is not collected at the end of the session/day, we will:

1. Contact 1st contact and then all other contacts on Arbor until we establish contact with parents / carers.
2. Visit the address and attempt to establish contact (child remains at school with school staff)
3. Call Family Connect for advice if no contact established by 4.30
4. Follow Family Connect advice / Call the police at 5pm if still no contact.
5. The child will not be left with anyone other than school staff and will remain at school until advised otherwise by Social Services or the police

1.11 Use of school premises for non-school activities/extracurricular activities

Where Local Academy Boards hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the Local Academy Board, under the direct supervision or management of their school staff, their arrangements for child protection will apply.

However, where services or activities are provided separately by another body this is not necessarily the case. The Local Academy Board should therefore seek assurance that the provider concerned

has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. *This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.*

The Local Academy Board should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools should expect these providers to have in place.

Schools should also adhere to the BDMAT's lettings policy

1.12 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible;
- if it is necessary to name children, use first names rather than surnames;
- if children are named, avoid using their image;
- establish whether the image will be retained for further use, where and for how long;
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits.

Parents are welcome to take still photographs of their own children only during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members).

Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children.

Parents are welcome to video record their own children only during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children which are as follows:

- Staff and volunteers are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present.
- Staff and volunteers will not take pictures or recordings of pupils on their personal phones or cameras or any other electronic devices capable of imaging and sharing as noted in the Staff-Code-of-Conduct and BDMAT IT policy

However, some visiting professionals are permitted to record images of the ***premises only*** specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

Appendix 2 contextual safeguarding issues

This appendix is also based on the advice in Keeping Children Safe in Education, in particular annex B and has been adapted to reflect our individual school context.

It outlines our school approaches; support and mechanisms school has put in place to safeguard its pupils; actions staff should take when they become aware of specific forms of abuse and how we work with external agencies if relevant.

More information about the specific forms of abuse and safeguarding issues can be found in Annex B of Keeping children safe in education 2024

2.1: Pastoral Support for pupils with special educational needs, disabilities or health issues

We offer extra pastoral support for these pupils. This includes: a range of in school and private therapies and resources. In school support includes Lego Therapy, Mentoring and Drawing and Talking. We have an external play therapist and counselling services which we refer into as required.

2.2: Helping children to understand and recognise risk and identify available support.

Keeping Children Safe in Education requires governing bodies to ensure that children are taught about safeguarding, including online safety, and to recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) programme; relevant topics will be included within Relationships Education and Health Education and through all aspects of school life.

Our trust approach is designed to help children become critical thinkers, to consider risks they may encounter, recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, learning risks of fake news and other forms of misinformation and disinformation, the risks of sharing content and images online

and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'Making or sharing nudes and semi-nudes'

2.3: Reporting systems for our pupils

-We discuss safeguarding regularly and children know who in school is in charge of safeguarding. This is done is collective worship, PSHE lessons and through individual discussions with children and families. We have a display board in school with key contact numbers on and photos of key adults in school. We also do wellbeing check ins with children at the start of each term.

2.4: Child abduction and Community safety incidents

To address potential concerns raised amongst children and parents, for example, people loitering near schools or unknown adults engaging children in conversation, our schools will provide practical advice to pupils on how to keep themselves safe. The lessons focus on building children's confidence and abilities rather than simply warning them about all strangers and are part of our PSHE lessons and our values days. We have a robust focus on this in our collective worship too as well as on a more flexible basis when local or national incidents o concerns arise.

2.5: Child-on-child abuse

The trust has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even when there are there no reports, that doesn't mean that this kind of abuse isn't happening.

When staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

Child-on-child abuse may include serious physical assault or harm, or threats of harm involving a weapon. Any such concern will be treated as a safeguarding matter and reported immediately to the DSL.

2.6: Domestic abuse

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Operation Encompass. When police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult
in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

2.7: Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Local housing authorities may notify the school when a child is placed in temporary accommodation, where the necessary consent has been provided. The school will use this information to consider the child's safeguarding, welfare, attendance and educational needs at the earliest opportunity. Such notification does not replace the school's existing safeguarding duties or the need to make a referral to children's social care where a child has suffered, or is at risk of suffering, harm.

2.8: Preventing radicalisation

When staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action when they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Preventing-Radicalisation

2.9: Child criminal exploitation

When a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, when appropriate.

Children who are criminally exploited should be recognised as victims of exploitation. Staff should be alert to organised criminal activity, financial exploitation and links with modern slavery, recognising that children may not identify themselves as victims.

2.10: Child sexual exploitation

When a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, when appropriate.

Children may not recognise that they are being exploited and may believe they are in a genuine relationship. They should always be treated as victims and supported appropriately.

2.11: Modern Slavery

Modern slavery includes slavery, servitude, forced or compulsory labour and human trafficking. Children who are victims of criminal or sexual exploitation may also be victims of modern slavery and should be referred through appropriate safeguarding procedures.

2.12: Serious violence

Staff will be aware of indicators and risk factors. When a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL, who will activate the local safeguarding procedures as appropriate.

Staff should be alert to indicators including:

- carrying or possessing weapons
- making threats involving weapons
- repeated suspensions or exclusions
- involvement in peer conflict
- criminal exploitation
- association with violent groups.

Early, evidence-based intervention should be considered wherever concerns arise.

2.13: So-called 'honour-based' abuse (including FGM and forced marriage)

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. When staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

2.14: FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed when a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

2.15: Forced marriage

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

When a member of staff suspects that a pupil is being forced into marriage, they will report this to the DSL immediately.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.

- Activate the local safeguarding procedures and refer the case to the local children's services
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- When the child is in immediate danger of harm call 999

The DSL **will not** liaise with the family or local community as this may place the child or young person at greater risk of harm.:

2.16: Cybercrime

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

When there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring to the Cyber Choices programme. This is a 153 nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Additional advice can be found at: Cyber Choices NPCC when-to-call-the-police and National Cyber Security Centre ncsc.gov.uk

Cybercrime may involve the misuse of artificial intelligence, phishing, malicious software, identity theft, hacking or unauthorised access to online systems. Staff should report concerns to the DSL in line with the school's safeguarding procedures.

Appendix 3: Links with other policies

This policy links to the following policies and procedures:

- Behaviour – see school website.
- Staff Code of Conduct Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Complaints Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Health and safety – see school website.
- Attendance – see school website.
- Intimate Care – see school website.
- IT Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust

- Equality – see school website.
- Accessibility plan – see school website.
- SEND - see school website.
- Relationships and sex education – see school website.
- First aid – see school website.
- PSHE – see school website.
- RSHE – see school website.
- Exclusions – see school website.
- EYFS – see school website.
- Preventing Radicalisation Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Policy for children with health needs who cannot attend school Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Supporting pupils at school with medical conditions – see school website.
- Educational Visits Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Recruitment and Selection Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Staff Induction Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Whistleblowing Policy Policies & Documents - Birmingham Diocesan Multi-Academy TrustManaging Allegations Against Staff Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Volunteer Policy Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Designated Safeguarding Lead (DSL) in Schools Supervision Policy & Guidance Policies & Documents - Birmingham Diocesan Multi-Academy Trust
- Privacy Notices - Birmingham Diocesan Multi-Academy Trust