

Safeguarding and Child Protection Policy

2025 - 2026



Named personnel with designated responsibility for Safeguarding:				
Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Safeguarding Governor	Chair of Governing Body
2025 - 2026	Linda Hall	Siobhan Rowe - (maternity leave) Nikki Harris	Jane Dube	Pauline Piddington
Policy review dates				
Review Date	Next Review Date	By whom	Date shared	
September 2025	September 2026	Senior Leadership Team (SLT) and all staff and Governing Body	September 2025	

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Key School Contact Details	
Head Teacher	<p>Name: Linda Hall Telephone: 0191 272 0239 Email : linda.hall@moorside.newcastle.sch.uk</p>
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads	<p>Designated Safeguarding Lead Name: Linda Hall Telephone: 0191 272 0239 Email: linda.hall@moorside.newcastle.sch.uk</p>
	<p>In the absence of Designated Safeguarding Lead Deputy Designated Safeguarding Lead Name: Siobhan Rowe Telephone: 0191 272 0239 Email: Care of School - admin@moorside.newcastle.sch.uk</p>
	<p>In the absence of both the Designated Safeguarding Lead and the Deputy Designated Lead Assistant Designated Safeguarding Lead Name: Nikki Harris Telephone: 0191 272 0239 Email: Care of School - admin@moorside.newcastle.sch.uk</p>
Governors – for Safeguarding	<p>Chair of Governors Name: Pauline Piddington Telephone: 0191 272 0239 Email: Care of School - admin@moorside.newcastle.sch.uk</p>
	<p>Link Safeguarding Governor Name: Jane Dube Telephone: 0191 272 0239 Email: Care of School - admin@moorside.newcastle.sch.uk</p>

Key External Contact Details

Local Authority Designated Officer (LADO)	Name: Melanie Scott Telephone: 0191 2774636 Email: Melanie.scott@newcastle.gov.uk
Children's Social Care	Initial Response Service (Children's Social Care) – Emergency Duty Team Telephone: 0191 277 2500 Police – 101 (in an emergency always dial 999) NSPCC Helpline – 0808 800 5000
Police / Law and Order	Emergency: 999 Non-emergency: 101 Prevent - please refer to local multi-agency safeguarding partner arrangements prevent@yourlocalauthority.gov.uk Anti-Terrorist Hotline on 0800 789 321 Prevent team Telephone: 101 Email: specialbranch@northumbria.pnn.police.uk
NSPCC Whistleblowing Helpline (MonFri 8am-8pm)	Address: Weston House, 42 Curtain Road, London EC2A 3NH Telephone helpline: 0800 028 0285
Disclosure and Barring Service (DBS)	Address: PO Box 3961, Royal Wootton Bassett, SN4 4HF customerservices@db.gov Telephone: 03000 200190
Teacher Regulation Agency (TRA)	Address: Cheylesmore House, 5 Quinton Rd, Coventry CV1 2WT misconduct.teacher@education.gov.uk Telephone Teacher misconduct: 0207 593 5393
OFSTED	whistleblowing@ofsted.gov.uk Whistleblowing telephone hotline: 0300 1233 155 (8am -6pm Mon-Fri)
COVID-19 Advice / COVID-19 Tests	Ring 111 for advice on all COVID-19 queries and if you wish to book a test, please call 119
SPOC	Single Point of contact https://publichealth.newcastle.gov.uk
Independent Schools Inspectorate	concerns@isi.net Telephone: 0207 6000 100

Guidance and Advice Documents

This policy has regard to the following guidance and advice documents:

- Keeping Children Safe in Education (DfE 2025). Statutory guidance
- Working Together to Safeguard Children: A guide to multi-agency working to help, protect and promote the welfare of children (2023). Statutory guidance
- Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020). Statutory guidance.
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance (DfE September 2025). Statutory guidance.
- *Children Missing Education* (DfE 2024). Guidance for Local authorities
- *Statutory framework for the early years foundation stage* (DfE 2024). Statutory guidance
- Revised Prevent duty guidance: for England and Wales (HM Government 2023). Statutory guidance
- Guidance (non-statutory) for safer working practices for those working with children and young people in education settings. (Safer Recruitment Consortium February 2022)
- What to do if you're worried a child is being abused (HM Government March 2015). Advice for practitioners
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, May 2024)
- Local authority/safeguarding partnership advice and guidance
- Working together to improve school attendance (guidance applies from August 2024)

We use the terms “must” and “should” throughout the guidance. We use the term “must” when the person in question is legally required to do something and “should” when the advice set out should be followed unless there is good reason not to.

Policy Statement

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility.

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

Our school will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will

know that an adult will have to share and follow procedures with any information they have chosen to disclose.

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

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

- Behaviour Policy and Anti-Bullying 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 child marriage and female genital mutilation (FGM) and how to access support.
 - What constitutes sexual harassment and sexual violence and why they are always unacceptable.

Throughout our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with Parents/Carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and local safeguarding partners' procedures.

This policy is reviewed and updated annually (as a minimum) and is available on the school website or from the Senior Leadership Team. This policy applies to all staff, children, Parents/Carers, Governors, Trustees, volunteers and visitors.

Purpose and Aims

The purpose of this safeguarding policy is to ensure every child who is registered at our school is safe and protected from harm.

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.
- Ensure that our children grow up in circumstances consistent with the provision of safe and effective care.
- Enable our children to have the best outcomes.

Safeguarding and promoting the welfare of children is of paramount importance and is everyone's responsibility. It is the responsibility of every member of staff, volunteer and regular visitor to our

school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children at this school. This includes the responsibility to provide a safe environment in which children can learn.

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as:

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

Keeping children safe in education 2025

Child protection is part of safeguarding and promoting the welfare of children and is defined as an activity that is 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.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Working Together to Safeguard Children 2023

If staff are unsure, they should always speak to the Designated Safeguarding Lead (DSL) or their Deputy DSL in the absence of the Lead DSL.

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be susceptible to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Technology is a significant component in many safeguarding and well-being issues. Children are at risk of abuse online as well as face-to-face. In many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL. Further information about the different kinds of abuse can be found in the appendices.

Abuse, neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a school/college, inside and outside of the home, and online or in a family setting by those known to them or, more rarely, by others. Abuse, neglect and exploitation can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

All staff will be made aware of indicators of abuse, neglect and exploitation. Knowing what to look for is vital for the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff can identify cases of children who may need help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead (DSL) or deputy.

Abuse, neglect and exploitation and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL.

Terminology

Children include everyone under the age of 18.

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.

The 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.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children concerning 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 (SEN) or disabilities 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
- 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, child 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 absent from education
- Parents/Carers who have expressed an intention to remove them from school to be home educated.

Equality Act

According to the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Governing Bodies and staff should carefully consider how they are supporting children concerning certain protected characteristics. Schools are allowed to take positive action to address disadvantages affecting children with protected characteristics.

Public Sector Equality Duty

Under the Public Sector Equality Duty (PSED), schools have a legal duty to eliminate unlawful discrimination, harassment and victimisation. This means that when significant decisions are made or policies are developed, lawful equality should be specifically considered. It also underlines the importance of record-keeping for all incidents of abuse and harassment. The PSED helps schools to focus on key areas of concern and how they can improve pupil outcomes. This will be specific to the school. Schools must be aware of disproportionate susceptibilities and build this into their safeguarding policies and procedures.

Procedures for dealing with concerns about a child

Roles and responsibilities

All staff **must** report **any** concerns they have about a child and not see these as insignificant. Staff should **not** assume a colleague or another professional will take action and share the concern. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a while and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns following this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity.

A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff must immediately report **any**:

- Suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play/everyday, normal activities.
- Explanation given which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying about drawings, play, and actions).
- Concerns that a child may be suffering from inadequate care, ill-treatment or emotional maltreatment.
- Concerns that a child is presenting signs or symptoms of abuse or neglect.
- Significant changes in a child's presentation, including non-attendance. ➤ Hint or disclosure of abuse from any person.
- Concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Children can sometimes show signs or act in ways they hope adults will notice and react to.
- All staff should be aware of this and remain vigilant.

If staff are concerned that a child could be at risk of harm

If staff are concerned that a child could be at risk of harm they must report to the designated safeguarding lead (DSL) or deputies (DDSL) immediately.

If this is not possible, they should make a direct referral to children's social care.

What staff should do if they have a concern about honour-based abuse (HBA), including FGM and forced marriage

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the DSL. As appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Responding to disclosure

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the lead DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the lead DSL so that she can make an informed decision about what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of the school staff.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgments regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the DSL.
- Reassure the child that they will be taken seriously, supported and kept safe.
- Listen to and take into account (wherever possible) the child's wishes and feelings about the current situation as well as plans.
- Ask any necessary questions to determine the child's wishes and feelings.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and how the child will be involved (as appropriate).
- Ensure there is appropriate support made available.
- Record on the school's CPOMs/electronic system and if unable to access this then complete a cause for concern form (Appendix L).

The lead DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a

disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the lead DSL or, if unavailable, to the deputy. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

All concerns about a child should be reported without delay and recorded in writing using the agreed procedures (CPOMS or if unable to access by completing a cause for concern form (See appendix L).

If in doubt about recording requirements, staff **must** discuss this with the DSL.

Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from children's social care as required. All concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing.

It is **not** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, must recognise concerns and pass the information on following these procedures.

All referrals will be made in line with local children's social care procedures.

The school adheres to child protection procedures that have been agreed upon locally through the local safeguarding partners. Where we identify children and families in need of support, we will carry out our responsibilities under local threshold guidance.

If, at any point, there is a **risk of immediate serious harm** to a child, a referral should be made to children's social care **immediately** and **if a criminal offence has been committed contact the police**. Anybody can make a referral. If the child's situation does not appear to be improving, then the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head Teacher. Concerns should always lead to help for the child at some point.

Staff should always follow the reporting procedures outlined in this policy in the first instance.

However, they may also share information directly with children's social care, or the police if:

- The situation is an emergency and the DSL, their alternative and the Head Teacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the child's safety.

Any member of staff, who does not feel that concerns about a child have been responded to appropriately and following the procedures outlined in this policy, should raise their concerns with the Head Teacher or the chair of the governing board. If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact children's social care directly with their concerns.

Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help. This could include:

- Any child with additional needs including children with Special Educational Needs / Disabled children (SEND).
- Children facing housing issues such as frequent moves and homelessness.
- Those living in families with chaotic lifestyles.
- Families with increased stress, parental mental ill health and / or drug and alcohol dependency.

- Those children living elsewhere, with friends, relatives, privately fostered, in care or are leaving care.
- Asylum seekers / refugees.
- Those susceptible to discrimination on the basis of a protected characteristic. ➤ Children living in households with domestic abuse.
- Children at risk of so called 'honour'-based abuse including FGM and child marriage.
- Children with communication difficulties.
- Children without adequate parenting / supervision which could lead to abuse, risk-related behaviour and sexual exploitation.
- Children who identify as LGBT or questioning their gender will be provided with a safe space for them to speak out or share their concerns with members of staff.
- Children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

A child who is:

- A young carer.
- Showing signs of being drawn into anti-social and/or criminal behaviour / involved in gangs.
- Frequently missing from school/home/care home.
- Misusing drugs or alcohol.
- At risk of being radicalised.
- At risk of being exploited (criminal/sexual).
- Showing signs of neglect and abuse.
- At risk of modern slavery/trafficking.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

Children in Alternative Provision

School is responsible for the safeguarding of pupils placed in Alternative Provision. This will include:

- Obtaining written confirmation that the AP has conducted appropriate safeguarding checks on all staff.
- Knowing the address of the AP site where the child is being educated.
- Reviewing the AP placement at least every half-term to confirm the child's attendance and safety.

Early help assessment

Staff will be alert to the need to support children through the early help planning processes if early help assessment and intervention are required. This will occur as soon as a problem emerges at any point in a child's life. If an early help assessment is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate. Early help is organised early intervention to provide support as soon as a problem emerges at any point in a child's life.

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, act as the lead practitioner.

Early help assessments should be kept under review and referred to children's social care for assessment if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare will be referred to the local authority children's social care by the DSL. **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) will be made immediately.** Referrals will follow the local authority referral process.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will "support, advise and assist" the young person, and also "observe whether police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not". Further information can be found in the statutory guidance – PACE Code C 2023.

Where a child in school has a Child in Need plan or a Child Protection plan, the school will liaise with children's social care, attend meetings and provide comprehensive and detailed reports.

All reports for Child in Need / Child Protection conferences will be prepared in advance, using the guidance and report template. The information contained in the report will be shared with parents before the conference as appropriate. To complete such reports, all relevant information will be sought from staff working with the child in school. All staff should be prepared to contribute to the report writing process.

Child on child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school, online and face to face. There may also be reports where the children concerned attend two or more different schools.

Child-on-child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between peers, many of which may be sexual. We recognise that even if there are no reported cases of child-on-child abuse such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child-on-child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children. In cases where child-on-child abuse is identified, we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child on child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, role play etc.
- Ensuring the school is well supervised, especially in areas where children may be vulnerable or have identified they are vulnerable.
- Ensures staff are aware of the indicators and signs of a child on child abuse and how to identify them.
- Addresses inappropriate behaviour (even if it appears to be relatively minor).
- Has clear robust policies on dealing with key issues of behaviour such as cyberbullying.

- Ensures staff and children are aware of the policies.
- Ensures robust supervision and is aware of potential risky areas in the school.
- Increases supervision during key times.
- Takes steps to prevent isolation.
- Separates children if needed.
- Where risk is identified, an individual child risk assessment is put in place, reviewed and updated appropriately.

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school;
- Display Board – How to Stay Safe;
- Assemblies signposting children to key actions/people;
- Posters around school.
- Worry / Talk it out boxes in each year group / around school.
- Informal/formal check ins with identified children.

Each alleged incident will be recorded, investigated and dealt with on an individual basis based on the following principles:

- All information will be recorded in writing using the agreed procedures (CPOMS or by completing a cause for concern form (See appendix M);
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL;
- Where the incident also involves a child at a different establishment the DSL will ensure effective liaison and information sharing;
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process;
- The DSL will balance the child's wishes against their duty to protect the child and other children;
- The school will work with the local safeguarding partners where appropriate;
- The DSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available;
- Parents/Carers will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk).

Victims, perpetrators and any other children affected by peer-on-peer abuse will be supported in the following ways:

- Support will be tailored on a case-by-case basis;
- All children involved will be supported by an allocated member of staff;
- The needs and wishes of the victim will be taken into account, along with protecting the child;
- Wherever possible, the victim and witnesses will be able to continue their normal routine;
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report;
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment;
- Adequate measures will be put in place to protect the children involved and keep them safe;
- A needs and risk assessment will be made and a safety plan put in place when required which will be reviewed and adapted where necessary.
- Early help assessment, children's social care and other agencies will support where appropriate.

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer-on-peer abuse but can do so in different ways.

We recognise that peer-on-peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation / Child Criminal Exploitation;
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Physical abuse;
- Radicalisation;
- Abuse in intimate friendships/relationships;
- Sexual violence and sexual harassment;
- Gang-associated and serious violence;
- Initiation/hazing type violence and rituals;
- Consensual and non-consensual sharing of nude and semi-nude images and /or videos;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party;
- Up-skirting (which is a criminal offence).

Several factors make children more susceptible to peer-on-peer abuse including:

- Experience of abuse within their family;
- Living with domestic violence;
- Young people in care;
- Children who go missing;
- Children with additional needs (SEN and/or disabilities).

Some of the reasons why children abuse other children can be that:

- The child may have been emotionally, physically, or sexually abused themselves;
- The child may have witnessed physical or emotional abuse;
- The child may have viewed sexually explicit/violent movies, video games or other materials;
- The child may have just acted impulsively without meaning to harm anyone.

Relationship abuse is unacceptable behaviour between any two people.

Further information: www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Consensual and non-consensual sharing of nude and semi-nude images and/or videos

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of eighteen online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Airdrop which works offline.

The term 'nudes' is used as it is most commonly recognised by children and more appropriately covers all types of image-sharing incidents.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is

also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

Incidents may also occur where:

- Children find nudes and semi-nudes online and share them claiming to be from a peer;
- Children digitally manipulate an image of a child into an existing nude online;
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

The sharing of nudes and semi-nudes can happen publicly online, in one-to-one messaging or via group chats and closed social media accounts. Nude or semi-nude images, videos or live streams may include more than one child. Creating and sharing nudes and semi-nudes of under eighteens (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.

Many professionals may refer to 'nudes and semi-nudes' as:

- Youth-produced sexual imagery or 'youth involved' sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of eighteen;
- 'Sexting'. Many adults may use this term, however, some children interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images;
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes.

Initial response

When an incident involving nudes and semi-nudes comes to the attention of any member of staff:

- Confiscate the phone and switch it to 'flight mode' – if possible.
- The incident should be referred to the DSL (or deputy) as soon as possible with the phone.
- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding/SLT who deals with safeguarding concerns;
- There will be subsequent interviews with the children involved (if appropriate);
- Parents/Carers will be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child at risk of harm;
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. Disclosure in school is likely a last resort and they may have already tried to resolve the issue themselves.

Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child;
- If a referral should be made to the police and/or children's social care;

- If it is necessary to view the image(s) to safeguard the child – **in most cases, images or videos should not be viewed;**
- 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 as 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 children involved which would influence risk assessment;
- If there is a need to contact another education establishment, setting or individual;
- Whether to contact Parents/Carers of the children involved - in most cases they should be involved.

An immediate referral to police and/or children’s social care through the Multi-Agency Safeguarding Hub (MASH) or equivalent will be made at this initial stage:

- The incident involves an adult;
- There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
- What you know 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 images involve sexual acts and any child in the images or videos is under the age of thirteen;
- If there is reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

The DSL should be aware of the requirement for children to have an appropriate adult while a child is being questioned by the police. The appropriate adult will “support, advise and assist” the child, and also “observe whether police are acting properly and fairly to respect [the child’s] rights and entitlements, and inform the officer of the rank of inspector or above if they consider that they are not”. Further information can be found in the statutory guidance – PACE Code C 2023.

If none of the above applies, the DSL 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 at a later date.

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

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

When assessing the risks and determining whether a referral is needed, the following should be also considered:

- Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
- Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?

- Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
- How old are any of the children involved?
- Did the child send the nude or semi-nude to more than one person?
- Do you have any concerns about the child's vulnerability?
- Are there additional concerns if the Parents/Carers are informed?

The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

Supporting the child involved

The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will take into account the views of the child as well as balance what are considered to be appropriate actions for responding to the incident.

The purpose of the discussion is to:

- Identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved;
Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of;
Discuss what actions and support might be needed, including preventing further distribution.

When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

- Reassure the child that they are not alone, and the school will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process;
- Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents or carers to understand the wider issues and motivations around this;
- Remain solution-focused and avoid any victim-blaming questions such as 'Why have you done this?' as this may prevent the child from talking about what has happened. For example, they will use phrases such as 'describe what happened' or 'explain to me who was involved';
- Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person who sent the image(s);
- Discuss issues of consent and trust within healthy relationships. Explain that it is not okay for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens;
- Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them;
- Signpost to the IWF (Internet Watch Foundation) and [Child line's Report Remove tool](#). Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible to minimise the number of people who have seen the picture.

Informing Parents/Carers

Parents/Carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents or carers will be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

Supporting Parents/Carers

Children and young people can be involved in an incident in several different ways. They may lose control of their image, receive an image of someone else or share an image of another person. In any of these situations, parents or carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions. Whatever their feelings, their concerns must be listened to and taken seriously. Parents/Carers will be reassured by it being explained that it is normal for young people to be curious about sex.

In all situations, Parents/Carers will be:

- Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school;
- Given support to deal with their feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate;
- Given support on how to speak to their child about the incident;
- Advised on the law around the sharing of nudes and semi-nudes;
Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision;
Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline Counsellor [online](#) or on 0800 11 11, in-house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999;
- Directed to [NCA-CEOP](#) if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

Searching devices, viewing and deleting nudes and semi-nudes

Staff, parents or carers must not intentionally view any nudes and semi-nudes unless there is a good and clear reason to do so as outlined below.

Wherever possible, responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing is:

- The only way to decide whether to involve other agencies because it is not possible to establish the facts from any child involved;
- Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child, Parents/Carers in making a report;
- Unavoidable because a child has presented it directly to a staff member or nudes or seminudes have been found on an education setting's device or network.

If it is necessary to view the imagery, then the DSL will:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, the local police should be contacted for advice and to explain the circumstances;
- Discuss the decision with the Head Teacher or a member of the senior leadership team;
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head Teacher or a member of the senior leadership team;
- Ensure viewing takes place with another member of staff present in the room, ideally the Head Teacher or a member of the Senior Leadership Team (SLT). This staff member does not need to view the images;
- Wherever possible, make sure viewing takes place on the school premises, ideally in the Head Teacher's office;
- Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images;
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated;
- If any devices need to be taken and passed onto the police, the device(s) will be confiscated and the police will be called. The device will be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place, in a locked cupboard until the police can come and collect it;

If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted it. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

All incidents relating to nudes and semi-nudes being shared will be recorded using the school's procedures. Copies of imagery **should not** be taken or stored.

Children and young people must understand the school's policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that the school will support them if they experience difficulties or have concerns.

For more information: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

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

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crimes such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at: [Cyber Choices](#), ['NPCC - When to call the Police'](#) and [National Cyber Security Centre - NCSC.GOV.UK](#)

Children with Special Educational Needs and Disabilities or certain Health Issues

Children with Special Educational Needs or Disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Children with SEND are significantly more likely to be abused than their peers.

Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- These children are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Staff will support these children in expressing any concerns they may have and will be particularly vigilant to any signs or symptoms of abuse. The DSL and SENDCO will work together when dealing with reports of abuse involving children with SEND.

Mental Health Concerns

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following our Child Protection Policy, and staff **MUST** speak to the designated safeguarding lead or a deputy.

We will ensure that our staff understand the support they can provide to children who may be experiencing mental health concerns, and we will ensure that staff follow the following principles as set out in 'Mental Health and Behaviour in Schools 2018'. We recognise that early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and well-being can be summarised as:

Prevention: we will seek to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children to be resilient so that they can manage the normal stress of life effectively. This will include teaching children about mental well-being through the curriculum and reinforcing this teaching through school activities and ethos;

Identification: we will support staff and children to recognise emerging issues as early and accurately as possible; **Early support:** we will support and help pupils to access evidence-based early support and interventions wherever possible and seek access to specialist support for those pupils who require such interventions.

We aim to work in partnership with children, Parents/Carers and establish effective relationships with external agencies to provide swift access or referrals to specialist support and treatment.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school or college and/or can occur between children outside the school or college. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Geographical factors	School's Response
<ul style="list-style-type: none"> ➤ The school is close to the city centre. The immediate area is proximity to local shops and schools. ➤ We have close proximity to the river. 	<ul style="list-style-type: none"> ➤ Road safety ➤ Bike Awareness ➤ Staff, Parents'/Carers' awareness concerning safety measures around the school gates. ➤ All classes during the academic year (more so in the summer term) undertake RNLI workshops to teach about the dangers of the sea and tides. ➤ Water safety is consolidated termly in each year group.
Social and economic factors	School's Response
<ul style="list-style-type: none"> ➤ High deprivation in the local area. ➤ Possible derelict shops/buildings on the estate. 	<ul style="list-style-type: none"> ➤ CCTV to protect school property. ➤ We teach children about personal safety and making the right decisions to keep themselves safe regarding their behaviour beyond school. ➤ Key Stage 2 classes are also taught about anti-social behaviour and the consequences of criminal damage and trespassing. ➤ Year Six children also take part in a talk from our chair of governors, who is also a magistrate. In this, the consequences of criminal activity are discussed including appearing at Youth Courts.

<ul style="list-style-type: none"> ➤ High mobility in an area ➤ High levels of rubbish/litter dumped in the local area ➤ High levels of dangerous objects and items dumped in the local area (glass bottles, alcoholic drinks cans, soiled nappies, syringes) ➤ Rubbish is often put on the school grounds (fly-tipping) 	<ul style="list-style-type: none"> ➤ ECO Warriors ➤ PSHE teaching ➤ Teaching children to respect each other ➤ Moorside's mission statement and values ➤ Regular work on grounds to try to keep them safe ➤ Children are taught about personal safety and making the right decisions to keep themselves safe regarding their behaviour beyond school ➤ Daily risk assessment has taken place on the school grounds
Peer Group factors	School's Response
<ul style="list-style-type: none"> ➤ Children who have older siblings/acquaintances who may be influential to younger children. ➤ Lots of our children are connected to the internet at home and regularly use gaming devices to engage in online games with their friends. 	<ul style="list-style-type: none"> ➤ Our curriculum teaches children about the issue of 'peer pressure' ➤ Children engage in different scenarios and are given choices to make through role-play ➤ Children are taught to be confident risk risk-assessed and assertive through our PSHE curriculum. ➤ Regular engagement in 'anti-bullying' activities as well as a whole school focus during 'anti-bullying week' – a high profile within our school community. ➤ Encouragement of children feeling pressurised to 'talk it out' with an adult or share via 'worry boxes'. ➤ Through our computing curriculum, and our Acceptable Use Policy children are taught about online safety. ➤ Parents/Carers are given the opportunity to take part in our parental workshops linked to 'online safety'.
Home factors	School's Response
<ul style="list-style-type: none"> ➤ Many children are connected to the internet at home and regularly use gaming devices/mobile phones to engage in online games/conversations/group chats with their friends 	<ul style="list-style-type: none"> ➤ Through our Computing curriculum, all children are taught about online safety ➤ Visitors including Police officers come into school to talk to groups of children to teach them how to stay safe and what they can do to help themselves and others. ➤ Regular engagement in online safety activities as well as a whole school focus during 'e-safety week' – a high profile within our school community.

Recording, record keeping and information sharing

All concerns, discussions and decisions made, and the reasons for those decisions will be recorded on CPOMS or in writing on the agreed reporting cause for concern form (Appendix M).

Each record should include:

- A clear and comprehensive summary of the concern;
- A list of any actions taken immediately in response to the incident or concern.
- Details of how the concern was followed up and resolved;
- A note of each action taken, decisions reached and the outcome;
- Information from a child written verbatim;
- Date and signature/record of who completed the record.

If there is any doubt about recording requirements, staff should discuss this with the DSL.

All concerns should be passed to the DSL **without delay**, either written or verbal (followed as soon as possible by a written report).

Child Protection information will be kept in a separate Child Protection file for each child, stored in a separate secure cabinet within the office of the Head Teacher/DSL to ensure that Child Protection information is secure and can only be accessed and viewed by those permitted to

At Moorside Primary School we use CPOMS and this ensures that the Child Protection information is secure and can only be accessed and viewed by those permitted to. Only Child Protection information will be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, and invitations to Child Protection conferences, core groups and reports will be stored here. All Child Protection files will include; a chronology, a contents front cover and will record significant events in the child's life.

Child Protection files will be the responsibility of the DSL. Child Protection information will only be shared with relevant staff/agencies on a 'need to know' basis, in the child's interests and on the understanding that it remains strictly confidential.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the Child Protection file is forwarded to the receiving school in an agreed secure manner. Evidence will be retained to demonstrate the DSL has acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where Parents/Carers elect to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

At Moorside Primary School we take GDPR very seriously and ensure that all statutory obligations are fulfilled to the highest degree. The school is fully compliant and has a designated Data Protection Officer (DPO). Moorside Primary School is a 'Data Controller' as defined by Article 4 (7) of the UK General Data Protection Regulation (GDPR). This means that we determine the purposes for which, and how, your personal data is processed. We have a responsibility to you and your personal data and will only collect and use this in ways, which are compliant with data protection legislation.

The school has appointed Veritau Ltd to be its Data Protection Officer (DPO). The role of the Data Protection Officer (DPO) is to ensure that the school is compliant with the UK General Data Protection Regulation (GDPR) and to oversee data protection procedures. Veritau's contact details are Schools Data Protection Officer, Veritau Ltd, County Hall, Racecourse Lane, Northallerton DL7 8AL email schoolsDPO@veritau.co.uk 01904 554025

Procedures for dealing with concerns about staff Processes for staff to follow if they have safeguarding concerns about another member of staff

If staff have safeguarding concerns or an allegation of abuse is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children this should be reported to the Head Teacher. Where there are concerns about the Head Teacher this should be referred to the Chair of Governors.

In the event of concerns/allegations about the Head Teacher or a situation where there is a conflict of interest in reporting the matter to the Head Teacher, this should be reported to the local authority designated officer (LADO).

What should staff do if they have concerns about safeguarding practices within the school?

The school will maintain a safeguarding culture that encourages all staff and volunteers to feel able to raise concerns. Staff concerns about poor or unsafe practices and potential failures in the school's safeguarding systems should be raised following the school's Whistleblowing Policy. Where a staff member feels unable to raise an issue with the school or feels their genuine concerns are not being addressed, other whistleblowing channels are available, such as the NSPCC whistleblowing advice line.

Managing Allegations Made Against / Concerns Raised in Relation to Teachers, Including Supply Teachers, Other Staff, Volunteers and Contractors

Allegations that meet the harm threshold

All allegations will be investigated thoroughly and as a matter of urgency. They will be dealt with quickly, fairly and consistently. Protection will be provided for the child, and the person subject to the allegation will be supported.

We will always ensure that the procedures outlined in the local authority arrangements for managing allegations and Part 4 of *'Keeping Children Safe in Education'*, DfE are adhered to and where appropriate, advice will be sought from the LADO.

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position or any capacity with children in school would apply when staff (including volunteers and supply staff) have (or are alleged to have):

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

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

Where appropriate an assessment of transferable risk to children with whom the person works will be undertaken. If in doubt advice will be sought from the LADO.

When an allegation is made against an adult that meets the above criteria it should be reported immediately to the Head Teacher who is the 'case manager'.

This includes allegations made against agency and supply staff, volunteers and contractors. Should an allegation be made against the Head Teacher, this will be reported to the Chair of Governors.

If neither the Head Teacher nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher which would normally be the Deputy Designated Safeguarding Lead. At Moorside Primary School the Head Teacher will always (within reason) be available for safeguarding issues.

The case manager will conduct basic enquiries in line with local procedures and KCSIE to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened.

Cases of suspected abuse will be referred to children's social care

The DSL will immediately discuss with the LADO, the nature, content and context of the allegation and agree a course of action. Where the DSL deems there to be an immediate risk to children or a criminal offence has been committed, the police will be contacted immediately. All discussions, agreed actions and communications will be recorded in writing using CPOMS or the Cause for Concern form. The LADO should be informed within one day of any allegations made to the case manager and any actions taken.

If the initial discussion leads to no further action, the case manager and the LADO will record the decision and justification for it and agree on what information should be put in writing to the individual concerned.

The case manager will ensure that the individual who is subject to the allegation is informed as soon as possible explaining the likely course of action guided by the LADO, and the police where necessary. The case manager will appoint a named representative to keep the person informed about the progress of the case and consider any appropriate support.

The case manager will ensure that Parents/Carers of the child or children involved are formally told about the allegation as soon as possible and kept informed of the progress of the case, only concerning their child. They will be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress.

The DSL will monitor the progress of the case to ensure that it is dealt with as quickly as possible in a thorough and fair process.

The DSL will carefully consider whether the circumstances warrant suspension from contact with children at the school, or until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the school is/are at risk of harm, or the case is so serious it might be grounds for dismissal. The DSL will seek views from HR and the LADO, as well as the police and children's social care where they have been involved. Where an individual is suspended they will be provided with a named contact in school.

The DSL will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or resigns or otherwise ceases to provide their services.

The school has a legal obligation to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; where it considers an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person poses a risk to a child.

In the case of a member of the teaching staff, the DSL must consider making a referral to the TRA to consider prohibiting the individual from teaching.

If an allegation is made against a supply teacher, agency worker or contractor, the Head Teacher will liaise closely with the agency involved. The Head Teacher will ensure that any allegations are dealt with following the school's procedures and in liaison with the LADO.

If an allegation is made against a Governor, the Head Teacher will follow local authority arrangements for managing allegations and liaising with the LADO.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records unless the individual gives their consent for retention of the information. For all other allegations, a written record of details of the investigation and the outcome will be retained in the individual's personnel file in line with KCSIE and a copy provided to the individual.

In cases where allegations are proven to be unsubstantiated, unfounded, false or malicious the LADO and case manager will consider whether the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. A referral to children's social services may be deemed appropriate. Allegations proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references.

If an allegation is shown to be deliberately invented or malicious, the Head Teacher will consider whether disciplinary action should be taken or whether the police should be asked to consider action against an adult.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Throughout the process of handling allegations and at conclusion of a case in which the allegation is substantiated, the case manager and the LADO will review the case to determine whether there are any improvements to be made to the school's procedures or practices to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The case manager and the LADO will consider how future investigations of a similar nature could be carried out without suspending the individual.

Allegations against a teacher who is no longer teaching should be referred to the police. Non recent allegations of abuse should be reported to the LADO who will liaise with other agencies. Abuse can be reported no matter how long ago it happened.

Low-level concerns

All concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) will be dealt with promptly and appropriately.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, and educational establishments should consult with their Local Authority Designated Officer (LADO) if unsure whether low-level concerns shared about a member of staff meet the harm threshold. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the criteria indicated in the allegations section above. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a nagging doubt.

An adult working in or on behalf of the school may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of school and does not meet the allegations criteria or is not considered serious enough to refer to the LADO.

Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:

- Being over-friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phones; ➤ Using inappropriate language or tone.

Low-level concerns about a member of staff should be reported immediately to the DSL/Head Teacher. Where the concern is about the DSL it should be reported to the Head Teacher and where it is about the Head Teacher it should be reported to the Chair of Governors.

Low-level concerns about a supply teacher or contractor should be reported as above. The DSL/Head Teacher will notify the employer so that any patterns of inappropriate behaviour can be identified.

All low-level concerns will be recorded by the DSL/Head Teacher using the Cause for Concern form and stored securely and confidentially.

These records will be reviewed so that any patterns of inappropriate behaviour can be identified and dealt with.

Safer Working Practice

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

All staff will be provided with a copy of our school's Code of Conduct at induction which sets out the school's expectations of staff behaviour. The Code of Conduct is to be reviewed regularly and staff are asked to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.

There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

If staff, visitors, volunteers, Parents/Carers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Staff are responsible for their own actions and behaviour and should avoid any conduct in school and outside of school, online and offline, which would lead any reasonable person to question their motivation and intentions.

Further advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (February 2022).

All staff and volunteers are expected to carry out their work following this guidance and will be made aware that failure to do so could lead to disciplinary action.

The Head Teacher needs to be informed of all low-level concerns and should be the ultimate decision-maker. In some schools, the Head Teacher and DSL may take a more collaborative approach and in some schools, they are the same person, as at Moorside. If schools are unsure as to whether the low-level concern meets the harm threshold, they should consult their LADO.

Safer Recruitment

The school ensures that the Head Teacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head Teacher and Governing Body will ensure that safer recruitment practices are followed following the requirements of *'Keeping Children Safe in Education'*, DfE.

The school will follow the Recruitment and Selection Procedures when making decisions about the suitability of prospective employees. This will include: conducting the relevant checks, the school may also wish to consider carrying out an online search as part of due diligence on shortlisted candidates this may help identify any incidents or issues that have happened, and are publically available online, which the school might want to explore with the applicant at interview obtaining appropriate references and information from interviews.

At Moorside Primary School all staff will be checked to ensure that individuals are not disqualified under the Children Disqualification Regulations 2018. Annual checks will also be carried out. A Single Central Record is maintained of all safer recruitment checks carried out in line with statutory requirements.

The school will always continue to be vigilant in school and encourage staff to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

A curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment. The guidance recommends that during the shortlisting process, schools should "consider carrying out an online search as part of their due diligence on the shortlisted candidates". The rationale is to seek to prevent (or minimise the risk of) individuals being employed to work in schools who are considered to be unsuitable to do so. For example, someone returning to the UK may have a clear DBS and overseas criminal records check, but a search of the internet could potentially disclose concerns about their suitability. Any specific concerns can then be discussed during the interview stage with the candidate.

There is very little practical guidance available at this stage on when you should "consider" the use of online search. KCSIE has stopped short of making this mandatory with the use of "must", instead opting for the wording "should consider". This suggests you have an element of discretion when deciding whether or not the online search should take place. Importantly, this only includes a search for information that is freely and publicly available, such as a google search.

It is viewed that the person conducting the search should not be directly involved in the recruitment process. This is because, having done the search, they may be privy to additional information about the candidate, such as their age, sexual orientation etc. and therefore removing them from the process reduces the possibility of an argument (or inference) that any future decision on recruitment was based on any discriminatory factor.

In terms of the extent of the search, entering the applicant's name into a search engine such as Google would satisfy this recommendation. We do not believe you need to trawl through someone's historic social media profile without good reason. To further reduce the risk of a claim that an individual has been unfairly treated or discriminated against, the guidance suggests it would be sensible to adopt a consistent approach to all checks and record what searches were made and what you have found, (or recording that there were no concerns, as appropriate).

In such searches the purpose would be to check for evidence of criminal convictions or anything else which you feel would make them unsuitable to work with children, such as online discriminatory or offensive comments. Someone not involved in the interview process (for example someone from HR) should review the online search results, decide whether it is potentially relevant to their suitability for the role. If there are concerns, then these concerns should be discussed at the interview, so that the candidate can provide their input. As the guidance suggests schools should consider online searches as part of their due diligence checks on shortlisted candidates.

Important to note that the guidance has added a footnote to remind schools that DBS checks for school volunteers are free.

Visitors

The school has clear protocols for visitors to ensure they are suitable and supervised as appropriate.

All visitors are expected to confirm they have an appropriate DBS and are asked to show photo ID on arrival. The school keep a record of all visitors.

Visitors are expected to understand that the school promotes British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that they will need to uphold these during their visit.

For some visits, the school will request a copy of the material to be used to assess its content and relevance to the age group.

If during the visit the supervising member of staff deems the content to be inappropriate they will stop the visitor and discuss an alternative approach.

During the visit, visitors will be supervised by a member of school staff. Where the visitor will be working on a one-to-one basis with a child, specific safeguarding arrangements will be put in place.

Managing Safeguarding

The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and the school's compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of the children, there is also a named Governor who champions safeguarding within the school.

Governors should receive appropriate safeguarding and child protection training at induction, and then at regular intervals. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective. The training will be regularly updated.

The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Partners' policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- The school is compliant with online safety legislation by regularly reviewing the effectiveness of school filters and monitoring systems. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is a deputy DSL who is appropriately trained to deal with any issues in the absence of the DSL. There will always be cover for this role;
- They uphold the obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. Including, not unlawfully discriminating against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly, at least annually;
- Procedures are in place for dealing with allegations against members of staff, volunteer and contractors, in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE;
- Governors remedy without delay any weakness in regard to the school's safeguarding arrangements that are brought to their attention;
- Appropriate arrangements are in place to keep children safe when organisations or individuals rent or hire school facilities/premises. Safeguarding requirements will be included in any hire or lease agreement as a condition of use of the premises.

The Governing Body will receive an annual safeguarding report that will detail the training that has taken place and will inform the Governing Body how the school meets its statutory requirements. They will undertake a range of safeguarding visits over the year to monitor safeguarding compliance.

The Head Teacher is responsible for:

- If not the Designated Safeguarding Lead, they should identify a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying members of staff to act as the DSL in their absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistleblowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The virtual school Head Teacher

- Guidance has been updated to reflect the extension of the role of the virtual school head to include a non-statutory responsibility for oversight of the attendance, attainment, and progress of children with a social worker and those with kinship care arrangements.
- Virtual school heads should identify and engage with key professionals to help them understand the role they have in improving outcomes for children.

The Designated Safeguarding Leads (DSLs)

The DSL is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within the school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of *'Keeping Children Safe in Education'* DfE.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The designated safeguarding lead should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing (or on CPOMS) and given to the DSL. During term time the DSL and/or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, it is ensured that they are available via telephone or by any other relevant media.

The DSL will manage referrals and will refer cases of suspected abuse to children's social care and refer cases to the Channel programme if there is a radicalisation concern.

The DSL will liaise with the three safeguarding partners and other agencies where necessary. Through regular training, knowledge and experience the DSL will be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.

The DSL will maintain detailed, accurate written records and child protection files ensuring that they are kept confidential and stored securely. When children leave school, the DSL will ensure child protection records are transferred separately from the main child's file, ensuring secure transit and a confirmation of receipt will be obtained. Where child protection files are electronic the DSL will speak with the DSL of the receiving school and ensure they are aware of the protection concerns.

The DSL is responsible for ensuring that all staff members and volunteers are aware of the school's safeguarding policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection training during induction.

If 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 child file. This will allow the new school to have support in place when

the child arrives, this should be within **five days** for an in-year transfer, or within the **first five days** of the start of a new term. In addition, if 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.

The DSL will help promote educational outcomes by sharing information about the issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. The **Deputy Designated Safeguarding Lead (DDSL)** works alongside the DLS accessing appropriate training to ensure they can carry out safeguarding procedures in the absence of the DSL.

Alternative provision

When placing a child in an alternative provision, as a school we continue to be responsible for the safeguarding of that child. Ensuring we are satisfied that the placement meets the child's needs

Elective home education (EHE)

Elective home education can mean that some children are not in receipt of suitable education. Many home-educated children have a 'positive learning experience'.

Opportunities to Teach Safeguarding

We will teach children how to keep themselves safe:

Children's safeguarding and the promotion of fundamental British Values are a core aspect of learning at Moorside Primary School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. The school's broad curriculum gives children opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding.

The curriculum covers all areas of safeguarding through each of the strands to a different degree, however, some do go into more detail depending on their relevance to our school and its surrounding community. There is a sensitivity when teaching and it is recognised that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or one-to-one level where a more urgent need arises.

The school cohort consists of children who have different abilities and capabilities therefore the approach to deliver safeguarding will vary significantly for some individuals. For instance, learning the rules, acceptable behaviour, and learning through the use of visuals and discussions to encourage learning through safe routines.

We will teach children how to keep themselves safe, including in relation to contextual factors. Preventive education is most effective in the context of a whole-school or college approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia and sexual violence/harassment. This will be underpinned by our Behaviour Policy and pastoral system, as well as by a planned programme of evidence-based RSHE/RE delivered and reinforced throughout the whole curriculum.

The school continues to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental well-being. Children's questions are valued and they are given space for their thoughts, ideas and concerns. Opportunities are provided across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop

moral concepts that impact positively on safeguarding, promoting British values and preventing radicalisation and extremism and local contextual risks. Learning about the sharing of nudes and semi-nude images and/or videos, AI, deepfakes and toxic influencers is located within the revised guidance on RSHE 2025, (Relationships and Sex and Health Education curriculum), as well as the school's Computing programme which it reflects the requirements of the National Curriculum programmes of study for Computing. Providing appropriate education on the basic principles of consensual image sharing can be delivered to primary-aged children, without the need to discuss the sharing of nudes and semi-nudes specifically. As a school, like other education settings, we can refer to the Education for a connected world framework, <https://www.gov.uk/government/publications/education-for-a-connected-world> for age-specific advice on teaching about taking and sharing inappropriate images, including nudes and semi-nudes.

The school has developed an open, honest and safe learning environment in which children express their views, seek help and help others. The promotion of equality of opportunity and diversity, for both children and staff, helps prevent any form of direct or indirect discriminatory behaviour. Children learn to not tolerate any prejudiced behaviour. The behaviour policy and rules and expectations document promotes making good choices and exhibiting good learning behaviours. Learning time and unstructured times are times for sharing ideas, addressing concerns and promoting important values.

Whole school assembly time, class assembly time, PSHE bespoke sessions and lessons are used to promote personal safeguarding matters and explore themes. For example, there are discussions about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. At Moorside, staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school.

The school reflects the diversity of children's experiences and provides them with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples.

Throughout the curriculum there are planned opportunities to promote all forms of equality and foster a greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects, using cross curricular links, to address areas of safeguarding, for example, themes are highlighted through novels in English lessons. Time is taken at the beginning of every new school year to reaffirm school values and expectations and these are an intrinsic part of daily school life. This ensures all children and staff within school have a clear understanding of their roles and responsibilities within our learning community and leads to excellent safeguarding outcomes.

The safeguarding curriculum at Moorside Primary has been developed as a way of informing children of the potential risks that they or others may face. The curriculum aims to inform children on how to keep themselves and others safe from these risks and what to do if they have any safeguarding concerns.

Online Safety

As a school, we regularly review the effectiveness of our school filters and monitoring systems. We work hard to make sure staff are aware of and understand the systems in place and manage them effectively. The staff know how to escalate concerns when identified.

As a school, we work with children and their families to reinforce the importance of children being safe online. We share information with Parents/Carers about:

- What systems do they have in place to filter and monitor online use
- What they are asking children to do online, including the sites they will be asked to access.
- All children are taught how to stay safe when working online and with the various technology.

EYFS Framework- PSE and Understanding the World

At Moorside Primary School in Early Years we place an emphasis on bespoke adult led teaching as well as independent learning. We use a range of high quality resources alongside a high staff to child ratio to ensure children's personal, social and emotional (PSE) needs are developed as it is crucial for children to lead healthy and happy lives and it is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Understanding the world planning and provision will involve guiding children to make sense of their physical world and their community. Children's own experiences will be built upon so that their knowledge of the world around them can increase.

Safeguarding Topic	Where covered within the curriculum	Resources
Child absent from education Child missing from home or care	Year One PSHE scheme of work - Mental health, being healthy and wellbeing and changing and growing. Year Three PSHE scheme of work - Mental health, being healthy and wellbeing. Year Six PSHE scheme of work – relationships and respecting the difference between people, RE curriculum	Attendance Policy and procedures PHSE overview plans and links with health service UNICEF resources and links RE overview plans

Child Sexual Exploitation	<p>Science – Growing and Changing</p> <p>Year Two PSHE scheme of work - Relationships and respecting the difference between people and changing and growing and mental health, being healthy and wellbeing.</p> <p>Year Three PSHE scheme of work – Changing and growing and relationships and respecting the difference between people.</p>	<p>NSPCC - Child Line</p> <p>NSPCC PANTSOSAURUS (EYFS/ KS1)</p> <p>https://www.nspcc.org.uk/preventingabuse/keepingchildren-safe/underwear-rule/ PHSE overview plans and links with health service UNICEF resources and links</p> <p>Science curriculum and resource links</p>
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	<p>Year Four PSHE scheme of work - Changing and growing and relationships and respecting the difference between people.</p> <p>Year Five PSHE (RSE) scheme of work – Changing and growing.</p> <p>Year Six PSHE scheme of work – relationships and respecting the difference between people and changing and growing.</p>	
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<p>Bullying: including cyberbullying</p>	<p>ICT and computing and e-safety units Year One PSHE scheme of work - relationships and respecting the difference between people. Year Two PSHE scheme of work - relationships and respecting the difference between people. Year Three PSHE scheme of work - Relationships and respecting the difference between people. Year Four PSHE scheme of work – Mental health, being healthy and wellbeing. Year Five PSHE scheme of work – Mental health, being healthy and wellbeing and relationships and respecting the difference between people. Links to education for a connected world document page 21, 22, 23</p>	<p>Anti-Bullying Week, workshops Use of apps snapchat, Facebook, Instagram, Music.ly, TikTok PHSE overview plans - links with health service UNICEF resources and links https://www.intofilm.org/news-and-views/articles/anti-bullying-week-2018chooserespect https://www.anti-bullyingalliance.org.uk/antibullying-week/antibullying-week-2018-chooserespect https://bullyingnoway.gov.au/ www.ceop.police.uk/safety-centre/ www.thinkuknow.co.uk Digital parenting magazine Bullying Policy, Anti-bullying team School council Use of children -Digital leaders Thinkuknow.co.uk cyber cafe Be internet legends https://beinternetlegends.withgoogle.com/en_uk https://www.bbc.com/ownit Education for a connected world document https://www.bbc.co.uk/newsround/13908828 https://www.youtube.com/watch?v=59911ErWTU =</p>
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<p>Domestic Violence</p>	<p>Year One PSHE scheme of work - relationships and respecting the difference between people and mental health, being healthy and wellbeing. Year Two PSHE scheme of work – relationships and respecting the difference between people. Year Four PSHE scheme of work – Mental health, being healthy and wellbeing. Year Five PSHE scheme of work - Mental health, being healthy and wellbeing.</p>	<p>Childline.org.uk PHSE overview plans and links with health service UNICEF resources and links</p>
<p>Discrimination</p>	<p>Year One PSHE scheme of work – Relationships and respecting the difference between people. Year Two PSHE scheme of work – Living in the wider world. Year Three PSHE scheme of work – Relationships and respecting the difference between people. Year Four PSHE scheme of work – Relationships and respecting the difference between people. Year Five PSHE scheme of work – Relationships and respecting the difference between people. Year Six PSHE scheme of work - Relationships and respecting the difference between people.</p>	<p>https://www.equalityhumanrights.com/en http://www.primaryresources.co.uk/pshe/pshe1.htm PHSE overview plans and links with health service UNICEF resources and links</p>

Drugs	Year Two PSHE scheme of work – Mental health, being healthy and wellbeing. Year Six PSHE scheme of work – Mental health, being healthy and wellbeing.	Smoking workshops from public health team PHSE overview plans and links with health service UNICEF resources and links
	Science: Animals including Humans	
Fabricated or induced illness	<p>Science: living things</p> <p>Other: individual health plans for relevant students</p> <p>Year One PSHE scheme of work - Mental health, being healthy and wellbeing. Year Two PSHE scheme of work – Mental health, being healthy and wellbeing. Year Four PSHE scheme of work – Mental health, being healthy and wellbeing.</p>	Teacher resource Perplexing Presentations (PP)/Fabricated or Induced Illness (FII) in children – guidance – RCPCH Child Protection Portal

<p>Faith abuse</p>	<p>RE curriculum Languages and culture scheme of work and cultural days. Year One PSHE scheme of work – Living in the wider world. Year Two PSHE scheme of work – Mental Health, being healthy and wellbeing and living in the wider world. Year Three PSHE scheme of work – Relationships and respecting the differences between people and living in the wider world. Year Four PSHE scheme of work - Mental Health, being healthy and wellbeing and relationships and respecting the differences between people. Year Five PSHE scheme of work - Relationships and respecting the differences between people and living in the wider world. Year Six PSHE scheme of work - Relationships and respecting the differences between people and living in the wider world.</p>	<p>https://www.equaliteach.co.uk/faith-in-us/</p> <p>Celebration of religious festivals PHSE overview plans and links with health service UNICEF resources and links</p>
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<p>Female Genital mutilation (FGM)</p>	<p>Year Three PSHE scheme of work – Living in the wider world and changing and growing. Year Four PSHE scheme of work – Relationships and respecting the differences between people. Year Five PSHE scheme of work – Changing and growing and living in the wider world. Year Six PSHE scheme of work – Changing and growing and living in the wider world.</p>	<p>Check age appropriateness of all resources when planning lessons on FGM</p> <p>http://nationalfgmcentre.org.uk/fgm/fgm-resources/</p> <p>https://www.gov.uk/government/publications/femalegenitalmutilation-resource-pack/female-genital-mutilationresourcepack</p> <p>https://www.amnesty.org.uk/blogs/classroomcommunity/10education-resources-fgm</p> <p>https://forwarduk.org.uk/what-we-do/ukprogrammes/schoolsprogramme/</p>
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<p>Child Marriage Forced Marriage</p>	<p>RE curriculum Science: Growing and Changing Year One PSHE scheme of work – Mental health, being healthy and wellbeing and living in the wider world. Year Two PSHE scheme of work – Changing and growing. Year Three PSHE scheme of work – Mental health, being healthy and wellbeing and relationships and respecting the differences between people. Year Four PSHE scheme of work – Relationships and respecting the differences between people. Year Six PSHE scheme of work – Relationships and respecting the differences between people.</p>	<p>https://www.freedomcharity.org.uk/education/teachers/</p> <p>Right to Choose</p> <p>https://www.gov.uk/guidance/forced-marriage</p>
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Gender based violence	<p>Year One PSHE scheme of work - relationships and respecting the difference between people and mental health, being healthy and wellbeing.</p> <p>Year Two PSHE scheme of work – relationships and respecting the difference between people.</p> <p>Year Four PSHE scheme of work – Mental health, being healthy and wellbeing.</p> <p>Year Five PSHE scheme of work - Mental health, being healthy and wellbeing.</p> <p>Year Six PSHE scheme of work – Relationships and respecting the differences between people.</p>	<p>Our Vision — Bold Voices GMCH4.pdf (coe.int) - Exercises addressing gender and gender-based violence with young people</p>
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Mental Health	<p>Year One PSHE scheme of work – Mental health, being health and wellbeing.</p> <p>Year Two PSHE scheme of work – Mental health, being health and wellbeing.</p> <p>Year Three PSHE scheme of work – Mental health, being health and wellbeing and living in the wider world.</p> <p>Year Four PSHE scheme of work – Mental health, being health and wellbeing and living in the wider world.</p> <p>Year Five PSHE scheme of work - Mental health, being health and wellbeing and living in the wider world.</p> <p>Year Six PSHE scheme of work - Mental health, being health and wellbeing and living in the wider world.</p> <p>Link to education for connected world document page 33 and 34</p>	<p>https://www.annafreud.org/what-wedo/schoolsin-mind/resources-for-schools/</p> <p>https://www.intofilm.org/theme/BwE#resources</p> <p>https://www.mentalhealth.org.uk/publications/makeitcount-guide-for-teachers</p> <p>https://www.wheelofwellbeing.org/</p> <p>Visitors in school from medical professionals</p>
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<p>Preventing Radicalisation</p>	<p>Safeguarding stand alone: Pupils can help people to protect them Recognise they have a responsibility for keeping themselves safe</p> <p>Year Three PSHE scheme of work – Living in the wider world and relationships and respecting the differences between people. Year Four PSHE scheme of work – Living in the wider world and relationships and respecting the differences between people. Year Five PSHE scheme of work - Living in the wider world and relationship and respecting the differences between people. Year Six PSHE scheme of work – Living in the wider world and relationships and respecting the differences between people.</p> <p>Links to education for a connected world page 13.</p>	<p>Prevent Policy 3D PSHE Extremism https://educateagainsthate.com/teachers/?filter=classroomresources</p> <p>https://www.equaliteach.co.uk/faith-in-us/</p> <p>https://www.childnet.com/resources/trust-me</p> <p>https://www.npcc.police.uk/counterterrorism/actforyouth.aspx</p> <p>https://since911.com/education-programme/ks2-7-11-years</p> <p>https://www.pshe-association.org.uk/curriculum-andresources/resources/addressing-extremism-andradicalisationlesson</p> <p>Fairy tales gone wrong You're not ugly, duckling</p>
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<p>Sexting</p>	<p>Year Two PSHE scheme of work – Mental health, being healthy and wellbeing Year Three PSHE scheme of work – Relationships and respecting the differences between people. Year Four PSHE scheme of work – Mental health, being healthy and wellbeing. Year Five PSHE scheme of work – Mental health, being healthy and wellbeing and changing and growing. Year Six PSHE scheme of work – Changing and growing. Links to the education for a connected world document – page 6, 7, 8, 11, 12, 16, 17, 38</p>	<p>Childline</p> <p>Disrespect NoBody https://www.pshe-association.org.uk/curriculumandresources/resources/disrespect-nobodyteachingresources-preventing</p> <p>https://www.nspcc.org.uk/preventingabuse/keepingchildren-safe/sexting/</p> <p>http://wisekids.org.uk/wk/sexting/</p> <p>https://www.childnet.com/resources/picture-this</p>
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<p>Trafficking</p>	<p>Year One PSHE scheme of work –Mental health, being healthy and wellbeing. Year Two PSHE scheme of work – Mental health, being healthy and wellbeing. Year Three PSHE scheme of work – Living in the wider world and mental health, being healthy and wellbeing. Year Four PSHE scheme of work – Living in the wider world. Year Five PSHE scheme of work – Living in the wider world. Year Six PSHE scheme of work – Living in the wider world. Link to children’s right in UNICEF document.</p>	<p>Children’s society</p> <p>https://www.stopthetraffik.org/awarenesscourses/resourcesfor-schools/</p> <p>https://www.ecpat.org.uk/films</p>
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<p>Safety</p>	<p>Workshops – Road Safety awareness. Awareness of road signs and speed limits, role of a pedestrian</p> <p>Recognise independence brings responsibility</p> <p>Strategies for keeping physically and emotionally safe (rail, water and fire safety)</p> <p>Understand that there are basic human rights shared by all people involved. Year One PSHE scheme of work – Mental health, being healthy and wellbeing. Year Two PSHE scheme of work – Mental health, being healthy and wellbeing. Year Three PSHE scheme of work – Mental health, being healthy and wellbeing. Year Four PSHE scheme of work – Mental health, being healthy and wellbeing. Year Five PSHE scheme of work - Mental health, being healthy and wellbeing. Year Six PSHE scheme of work - Mental health, being healthy and wellbeing.</p> <p>Link to education for a connected world pages 32, 33, 37, 38, 39</p>	<p>http://think.direct.gov.uk/roadsafety.html Road and rail safety (including out of school visits, bike ability, work with police officers in the community) Poolside and water safety through swimming lessons Fire awareness (including visits from the local fire service) Stranger Danger</p> <p>https://www.networkrail.co.uk/communities/safetyinthe-community/safety-education/primaryschoolskey-stage-1-2/</p> <p>What is neglect?</p>
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Training and Induction

All new members of staff or volunteers will be informed of safeguarding procedures, including the recording and reporting procedures as part of the induction process.

The new guidance also confirms that all governors and trustees should receive safeguarding and child protection training at their induction.

Governing bodies and proprietors should do all they reasonable can to limit a child's exposure to online safeguarding risks through their IT systems and should be aware of their obligations under the Human Rights Act 1998 (which requires all rights under that act to be protected and applied without discrimination. Such rights include the right to freedom from inhuman and degrading treatment, the right to respect for private and family life including a duty to protect individuals' physical and psychological integrity and the right to education), the Equality Act (which prohibits unlawful discrimination on the basis of a protected characteristic such as disability, sex, race, sexual orientation and gender reassignment) and requires reasonable adjustments to be made for disabled people), the Public Sector Equality Duty (which requires schools to have required to eliminating discrimination when exercising their powers) and any local multi-agency safeguarding arrangements.

All staff will receive safeguarding training within the first half term of joining Moorside Primary School. This program will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect to concerns about another adult's behaviour and suitability to work with children. They will also access online safety training and guidance.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of *'Keeping Children Safe in Education'* DfE.

To achieve this, we will ensure that:

- All members of staff will undertake appropriate safeguarding training on an annual basis, including online safety;
- We will evaluate the impact of this training;
- All members of staff receive regular safeguarding and child protection updates (during staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Our safeguarding procedures will be displayed for all our regular visitors, temporary staff and volunteers to our school. All visitors will be informed of who the DSL and deputies are and what the recording and reporting system is. (See Appendix A).

The DSL, deputies and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard children.

We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of '*Keeping Children Safe in Education*' provides links to guidance on specific safeguarding issues. In addition, throughout the school year we will brief staff on key issues identified by the school.

All staff are expected to read these key documents and fully **understand** their responsibility to keep children safe:

- Part One and Annex A and B of '*Keeping Children Safe in Education*' DfE;
- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Staff Code of Conduct;
- Whistleblowing policy;
- Safeguarding responses to children who go missing from education;
- Role of the Designated Safeguarding Lead (including the identity of the DSL and any deputies).

Working with Parents/Carers

The school is committed to working in partnership with Parents/Carers to safeguard and promote the welfare of children and to support them in understanding our statutory responsibilities in this area.

When new children join Moorside Primary School, Parents/Carers will be informed that we have a safeguarding policy. A copy will be provided to Parents/Carers on request and is available on the school website. Parents/Carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to children's social care.

We are committed to working with Parents/Carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to safeguard a child from harm.

We will seek to share with Parents/Carers any concerns we may have about their child *unless* doing so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to children's social care in those circumstances where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires Parents/Carers to provide accurate and up-to-date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above); wherever possible school will hold more than one emergency contact for each child;
- Full details of any other adult authorised by the Parents/Carers to collect the child from school (if different from the above)

The school will retain this information on the child's file. The school will only share information about children with adults who have parental responsibility for a child or where Parents/Carers has given permission and the school has been supplied with the adult's full details in writing.

If in any doubt about information sharing, staff should speak to the DSL (or deputy). 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.

We will build a partnership approach to online safety and will support Parents/Carers to become aware of and alert to the potential online benefits and risks for children by:

- Providing information on our school website and through existing communication channels such as newsletters, offering specific online safety events for Parents/Carers and highlighting online safety at existing events.
- Sharing what we are asking children to do online including which sites they might access. Who will be interacting with their child online.
- Share which filtering and monitoring systems are in place with parents/carers and children.
- Who from the school or college will be interacting with their child online

Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that children at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct;
- Behaviour;
- Anti-Bullying;
- Positive Handling;
- Whistle-blowing;
- Attendance and Punctuality
- Online Safety / Acceptable Use – including remote teaching and learning;
- Health and Safety Including Site Security;
- Equality duty (Public Duty – updated every November);
- Meeting the Needs of Pupils with Medical Conditions;
- Intimate Care;
- First Aid;
- Educational Visits Including Overnight Stays;
- Procedures for Managing Allegations against staff;
- Relationship Education / Relationship and Sex Education and health education;
- Data Protection;
- Mental Health & Wellbeing
- GDPR-related policies
- Recruitment and selection
- Low-level concerns

Appndix A: Safeguarding Induction Sheet (For new or supply staff, visitors and volunteers)

We all have a statutory duty to safeguard and promote the welfare of children, and at Moorside Primary School we take this responsibility seriously.

If you have any concerns about a child or young person in our school. In that case, you must share this information immediately with our Designated Safeguarding Lead (DSL) - Linda Hall or Deputy Siobhan Rowe. In the case of BOTH of these being unavailable, please contact Nikki Harris.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you tell us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern.

A copy of the form to complete is attached to this and others can be obtained from the Senior Leadership Team. Please ensure you complete all sections as described.

If you are unable to locate one of the designated professionals, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's Foster Carer or a volunteer should be reported immediately to the Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of Governors. Alternatively, you can contact the Local Authority Designated Officer (Melanie Scott, telephone 0191 211 6730)

[NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL):	Linda Hall
Location of office:	Senior Leadership Room
Contact Number:	0191 272 0239
Deputy Designated Safeguarding Lead:	Siobhan Rowe
Location of office:	Senior Leadership Room
Contact Number:	0191 272 0239
Assistant Deputy Designated Safeguarding Lead	Nikki Harris
Location of office:	Senior Leadership Room
Chair of Governors Mrs P Piddington Safeguarding Link Governor Mrs J Dube	Contact via email – admissions@moorside.newcastle.sch.uk

At Moorside Primary School we strive to safeguard and promote the welfare of all of our children.

Appendix B: Abuse, Neglect and Exploitation

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

We recognise that children are also susceptible to physical, sexual and emotional abuse by their peers or siblings. (See peer on peer abuse).

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it.

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

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training.

These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caretakers); ➤ Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Appendix C: Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, the child perpetrator must be also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there is a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods or regularly come home late;
- Regularly miss school or education or do not take part in education.

- Unexplainable and/or persistent absences from education.

Children who have been exploited will need additional support to help maintain their education.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, can range from opportunist to complex organised abuse and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes sixteen and seventeen-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which, can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity;
- Inappropriate sexual or sexualised behaviour;
- Sexually risky behaviour, e.g. 'swapping' sex;
- Repeated sexually transmitted infections;
- In girls, repeated pregnancy, abortions, miscarriage;

- Having multiple mobile phones and worrying about losing contact via mobile phone;
- Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs);
- Changes in the way they dress;
- Going to hotels or other unusual locations to meet friends;
- Seen at known places of concern;
- Moving around the country, appearing in new towns or cities, not knowing where they are;
- Getting in/out of different cars driven by unknown adults;
- Having older boyfriends or girlfriends;
- Contact with known perpetrators;
- Involved in abusive relationships, intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, anti-social groups, or with other susceptible peers;
- Recruiting other young people into exploitative situations;
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour and/or emotional distress);
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- Getting involved in crime/police involvement, police records;
- involved in gangs, gang fights, gang membership;
- Injuries from physical assault, physical restraint and/or sexual assault.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and susceptible adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure the compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may apply to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- Persistently going missing from home or school and subsequently found in areas away from their home;
- In excessive receipt of calls and text messages;
- In relationships with older, controlling individuals;
- Associated with gangs;
- Under suspicion of self-harm, physical assault or unexplained injuries;
- With parental concerns;
- Showing a significant decline in school performance;
- Demonstrating significant changes in emotional well-being;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- Owe a ‘debt bond’ to their exploiters;
- Have their bank accounts used to facilitate drug dealing.
- Have been the perpetrator or alleged perpetrator of serious violence (e.g. knife crime), as well as the victim.

Children and the court system there are separate age-appropriate guides for schools to support children have been published: 5 to 11 year-olds and 12 to 17 year-olds.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from or are involved with serious violent crime. These may include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing;
- Signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see Appendix C).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- Being male;
- Having been frequently absent or permanently excluded from school;
- Having experienced child maltreatment;
- Having been involved in offending, such as theft or robbery.

Appendix D: So-called ‘honour’- based abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation;
- Child Marriage;
- Breast Ironing.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy).

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: Partial/total removal of clitoris	Excision: Partial/total removal of clitoris and labia minora	Infibulation: Entrance to the vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area

Why is it carried out?

The belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage; Preserves a girl's virginity;
- Is part of being a woman/rite of passage;
- Upholds the family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean/hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier.

FGM is internationally recognised as a violation of the human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family is from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghanistan, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- The child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something that somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinary tract infections;
- Disclosure.

Forced and Child Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage or a marriage between children or a child and an adult is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person or child into marriage. Schools and colleges can play an important role in safeguarding children from child marriage.

Signs and symptoms may include:

- Children may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- Often children's symptoms can be exacerbated in the periods leading up to the holiday season;
- Children may present with a sudden decline in their performance, aspirations or motivation;
- They may be subject to excessive restrictions and control at home;
- Some children may not be allowed to attend any extra-curricular or after-school activities;
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks;
- Some children may stop attending school or college;
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members;
- Children may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness;
- Professionals being told that the child is out of the country;
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends;
- Conflict between the child and their parents or carers about whether they will be allowed to continue their education;
- Family history of older siblings leaving education early and marrying early.

Appendix E: Preventing Radicalisation

Children are susceptible to extremist, mixed or unclear ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious property damage; or seriously interferes or disrupts an electronic system.
- The use or threat **must** be designed to influence the government or to intimidate the public and is made to advance a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

The preventing of radicalisation is still under review after the government published a new definition of extremism on 14 March 2024. Changes include:

- An updated definition of radicalisation is defined as 'the process of a person legitimising support for, or use of, terrorist violence'.
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'.
When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'.
- Some information about possible indicators has been removed. Instead, staff should refer to the DfE's guidance on managing the risk of radicalisation in your education setting.

The Prevent Duty

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

School Leaders must:

- Familiarise themselves with the revised Prevent duty guidance: for England and Wales;
- Take part in Prevent training and ensure staff have the relevant training;
- Assess local risk of extremism;
- Ensure there are robust IT protocols to filter out extremist materials;
- Ensure school buildings are not being used to give a platform to extremists.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are susceptible to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the

internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause significant harm.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Possible indicators include:

- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions including:
 - Association with known extremists
 - Seeking to recruit others to an extremist ideology.

Appendix F: Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of sixteen (under eighteen, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for twenty-eight days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of Parents/Carers illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum-seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform children's social care of a Private Fostering Arrangement. Children's social care must check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

Appendix G: Children absent from education

All staff should be aware that children going missing, particularly repeatedly unexplainable and/or persistent absences from education, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation

and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage.

Behaviours linked to issues such as drug taking and/or alcohol misuse, Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absences and children missing from education procedures.

Further information can be found in 'Children Missing Education' statutory guidance for local authorities – August 2024.

Appendix H: Sexual violence and harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into college. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

This now fully absorbs the Department for Education's guidance. KCSIE confirms that a zero-tolerance approach to child-on-child sexual violence and sexual harassment should apply. The guidance highlights that failure to act on or being seen to tolerate such behaviour can lead to a culture of unacceptable conduct and can lead to such abuse being normalised. Even if there are no reports of such behaviour, schools should be aware that it could still be taking place. Children with SEND are at an increased risk of such abuse. Children who display harmful sexual behaviour should be given support as it may indicate that they have been abused.

There is also a new section on confidentiality and anonymity which underlines that confidentiality should never be promised as it is likely that the staff member will need to seek further guidance and support and information may be shared without consent under the UK GDPR. However, staff should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. There is additional guidance on working with Parents/Carers and supporting children who have witnessed sexual violence. The report highlights that LGBT children may be at higher risk of being bullied and underlines that support is available to help schools counter any bullying or abuse.

Emphasis is important on understanding intra-familial harms and any necessary support for siblings following incidents.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face-to-face (both physically and verbally) and are never acceptable.

All victims must be reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ children are at greater risk.

All staff have been made aware of the importance of:

- Challenging inappropriate behaviours;
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts; ➤ Dismissing or tolerating such behaviours risks normalising them.

Sexualised behaviour

Green Behaviours...	Amber Behaviours...	Red Behaviours...
<p>are part of safe and healthy sexual development which are:</p> <ul style="list-style-type: none"> ➤ displayed between children or young people of similar age or developmental ability; ➤ reflect curiosity, experimentation, consensual activities and positive choices; ➤ ‘normal’ but inappropriate within the school/classroom setting. 	<p>are potentially outside of safe and healthy development due to:</p> <ul style="list-style-type: none"> ➤ age or developmental differences; ➤ activity type, frequency, duration or context. 	<p>are clearly outside of safe and healthy development and:</p> <ul style="list-style-type: none"> ➤ involve much more coerciveness, secrecy, compulsiveness and threat; ➤ require action from school and other agencies.

For further information of sexualised behaviour thresholds visit [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours \(nspcc.org.uk\)](https://www.nspcc.org.uk/what-we-do/our-services/harmful-sexual-behaviour-framework/)

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

What is consent?

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

- A child under the age of thirteen can never consent to any sexual activity
- The age of consent is sixteen
- Sexual intercourse without consent is rape

Sexual harassment

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;
 - sharing of unwanted explicit content;
 - upskirting (is a criminal offence);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

Upskirting

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

Appendix I: Modern Slavery, Trafficking and Child Abduction/Community Incidents

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM (National Referral Mechanism) is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Human Trafficking Human trafficking is ‘the recruitment, transportation, transfer, harbouring or receipt of persons, through the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Child trafficking

“Child” shall mean any person under eighteen years of age. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. These children must be protected too.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are several cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as ‘organ donation or ‘harvesting’, all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children more susceptible to being trafficked.

The factors listed below are by no means a comprehensive list:

- Poverty;
- Lack of education;
- Discrimination;
- Cultural attitudes;
- Grooming;
- Dysfunctional families;
- Political conflict and economic transition;
- Inadequate local laws and regulations.

Potential indicators that a child may have been trafficked

Once in the UK the child:

- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Has gone missing from Local Authority care;

- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Performs excessive housework chores and rarely leaves the residence;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among several unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Has not been enrolled in school;
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person;
- Is excessively afraid of being deported.

Further information

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-traffickedpractice-guidance

Child abduction and community safety incidents

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

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby, unknown adults engaging children in conversation, and rumours about undesirable residents or adults in vehicles approaching children. As children get older and are granted more independence (for example, as they start walking to school on their own) they must be given practical advice on how to keep themselves safe.

At Moorside Primary we recognise the importance of children having an understanding of how to keep themselves safe. Therefore, through our broad and balanced curriculum, we aim to teach children how to stay safe within the community.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Appendix J: Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first-ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. (KCSIE)

The cross-government definition of domestic abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged sixteen or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
 - Physical;
 - Sexual;
 - Financial;
 - Emotional.

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

Young people can also experience domestic abuse within their intimate relationships. This form of peer-on-peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under sixteen).

Signs, indicators and effects

It is often difficult to tell if domestic abuse is happening because it takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may show signs of:

- Aggression and bullying;
- Anti-social behaviour;
- Depression, anxiety or have suicidal thoughts;
- Attention seeking;
- Bed wetting, nightmares or insomnia;
- Drug and alcohol misuse;
- Constant or regular sickness, such as colds and headaches;
- Eating disorders;
- Not doing as well in school – due to difficulties at home or disruption of moving to, as well as from, refugees;
- Withdrawal.

Other signs and symptoms may include:

- Sudden change of behaviour;
- Clingy;
- Soiling clothes;
- Risk-taking behaviours;
- Missing school;

- Changes in eating habits;
- Obsessive behaviour;
- Self-harm.

Source: www.nspcc.org.uk

Some children may not display any symptoms/behaviours that may be a cause for concern. ‘What is life like at home?’ – is a good question to use regularly with all children.

We are an ‘Operation Encompass’ school

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police should inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up-to-date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs.

Appendix K: Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. (KCSIE)

Types of homelessness could include:

- Living in temporary or emergency accommodation (such as B & Bs and hostels);
- Hidden homelessness (staying with friends or family temporarily or living in overcrowded conditions);
- Couch/sofa surfing, moving from one place to another.

Impact of homelessness:

- Practical issues include loss of possessions required for school e.g. books, uniforms etc,
- May be unkempt due to lack of laundry services;
- Physically exhausted due to sleeping arrangements;
- Emotionally exhausted due to increased stress;
- Signs of severe emotional trauma leading to emotional stress, anxiety;
- Changes in behaviour and/or problematic behaviour;
- Child may become withdrawn or aggressive;
- If placed out of the area they may arrive late or miss school due to transport / financial difficulties;
- The child’s ability to maintain relationships may be affected;
- May ‘stand out’ more to peers, leading to feelings of alienation and self-consciousness;
- Impact on attainment levels and ability to learn. Source: Shelter 2017

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases sixteen and seventeen year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s social care will be the lead agency

for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. (KCSIE)

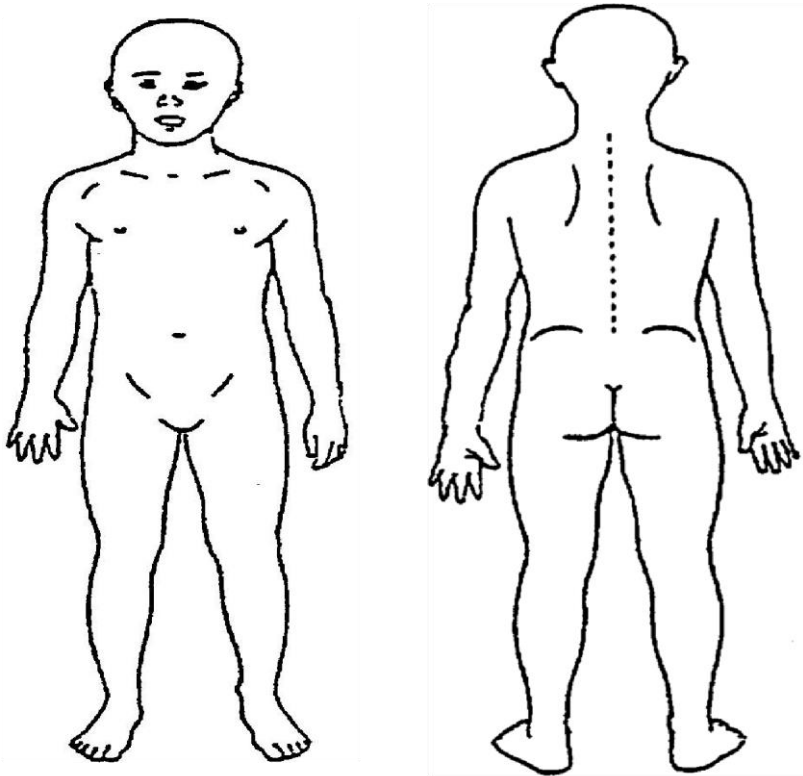
Annex L: Example Cause for Concern form - This is printed on yellow paper.



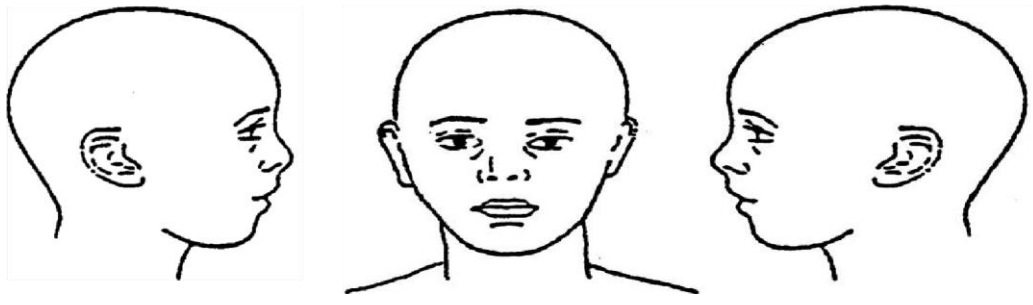
Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
<p>Detailed Account:</p> <p>(Please bullet point. Do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead / Deputy)</p>		
Member of Staff completing form	Role / Title	

Please provide the copy to the Designated Safeguarding Lead ASAP

Annex L: Body Map



Electronic Version:
 Click and move the red dot to indicate where the injury is located on the body/face.



Description of injury / additional notes:		
Professional's Name	Professional's Designation	Contact Number

Annex L: Designated Safeguarding Lead Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact Parents/Carers		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider an Early Help Plan		
Consult with Social Care		
Contact Police 101: Non-emergency 999: Immediate Danger		
Other (please specify)		
Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger

APPENDIX M: ONLINE SAFETY

It is important to incorporate online safety as part of this policy, however, as a school we also have a separate e-safety Policy.

- It is essential that children are safeguarded from potentially harmful and inappropriate material or behaviours online. We will adopt a whole school approach to online safety which will empower, protect, and educate our learners and staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- We will ensure online safety is reflected as required in all relevant policies. Online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures and when planning our curriculum, staff training, the role and responsibilities of the DSL and Parents/Carers engagement.
- The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example, child-on-child pressure, commercial advertising and adults posing as children or young adults to groom or exploit children for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- We recognise that technology, and the risks and harms related to it, evolve and change rapidly. The school will carry out an annual review of our approaches to online safety, supported by an annual risk assessment which considers and reflects the risks our children face.
- The Head Teacher will report on online safety practices and incidents, including outcomes, regularly to the wider Governing Board.

Policies and Procedures

- The DSL has overall responsibility for online safety within the school and will liaise with other members of staff, for example, IT technicians, curriculum leads etc. as necessary
- The availability of DSL in exceptional circumstances could include TEAMS, Zoom, Skype.
- The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies.
 - Internal sanctions and/or support will be implemented as appropriate.
 - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
- We use a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
 - All school-owned devices and systems will be used following our acceptable use policies and with appropriate safety and security measures in place.
- We recognise the specific risks that can be posed by mobile and smart technology, including mobile/smartphones, cameras and wearable technology. Following KCSIE 2024.

- The school has appropriate mobile and smart technology, image use, online and acceptable use policies in place, which are shared and understood by all members of the school community.

Appropriate Filtering and Monitoring

The leadership and relevant staff are:

- Aware of all internet monitoring and filtering systems.
- Manage them effectively.
- Know how to escalate concerns when they are identified.
- Responsible for doing all we reasonably can to limit children's exposure to online risks through school-provided IT systems and will ensure that appropriate filtering and monitoring systems are in place.
- The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA Children's Social Care or the Prevent program.

Settings should list details of how this is established and achieved e.g. which filtering and monitoring systems or approaches are in place and why these decisions have been made. To support schools and colleges to meet this duty, the Department for Education has published [filtering and monitoring](#) standards.

We will do all we reasonably can to limit children's exposure to online risks through school-provided IT systems. We will ensure that appropriate filtering and monitoring systems are in place and are informed in part, by the risk assessment required by the Prevent Duty.

If children or staff discover unsuitable sites or material, they are required to turn off the monitor/screen, report the concern immediately to a member of staff and then report the URL of the site to technical staff/services.

- All users will be informed that the use of our systems can be monitored and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL who will respond as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
- When implementing appropriate filtering and monitoring, we will ensure that: "Over blocking" does not lead to unreasonable restrictions as to what children can be taught concerning online teaching and safeguarding.

We acknowledge that whilst filtering and monitoring is an important part of our online safety responsibilities, it is only one part of our approach to online safety.

- Children will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Children's internet use will be supervised by staff according to their age and ability.
- Children will be directed to use age-appropriate online resources and tools by staff.

Information Security and Access Management

- School is responsible for ensuring an appropriate level of security protection procedures are in place, to safeguard our systems as well as staff and learners. Further information can be found in:
- List the relevant policies e.g. information security, acceptable use policies and/or online safety policy
- These policies should address expectations with regards to information security and access to systems e.g. password safety etc.
- We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training

- We will ensure that all staff receive online safety training as part of induction and that ongoing online safety training and updates for all staff will be integrated, aligned and considered as part of our overarching safeguarding approach. Amongst other things, this includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Educating Children

- We will ensure a comprehensive whole school curriculum response is in place to enable all children to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
- DSLs and SLT may find it helpful to access UK Council for Internet Safety (UKCIS) '**Education for a Connected World Framework**' and DfE '**Teaching online safety in school**' guidance.

Working with Parents/Carers

- We will build a partnership approach to online safety and will support parents/carers to become aware of and alert to the potential online benefits and risks for children by:
 - Include details here e.g. providing information on our school/college website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for Parents/Carers or highlighting online safety at existing events
 - Share which filtering and monitoring systems are in place with parents/carers and children
 - Share what you are asking children to do online including which sites they might access
 - Who from the school will be interacting with their child online

Remote Learning - Specific guidance for DSLs and SLT regarding remote learning is available at **DfE: Providing remote education: non-statutory guidance for schools and The Education People: Remote Learning Guidance for SLT**

- We will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with children and Parents/Carers will take place using school-provided or approved communication channels; for example, school-provided email accounts and phone numbers and agreed systems e.g. Google Classroom, Microsoft 365 or equivalent.
- Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and children will engage with remote teaching and learning in line with existing behaviour principles as set out in our Behaviour Policy / Code of Conduct and Acceptable Use Policies.
- Staff and children will be encouraged to report issues experienced at home and concerns will be responded to in line with our Child Protection and other relevant policies.

- When delivering remote learning, staff will follow our Remote Learning Policy.
- Parents/Carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. We will continue to be clear who from the school (if anyone) their child is going to be interacting with online.
- Parents/Carers will be encouraged to ensure children are appropriately supervised online and that appropriate Parents/Carers controls are implemented at home.

Link for online safety policy and further guidance <https://www.kelsi.org.uk/child-protectionandsafeguarding/e-safety>