HALESBURY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

Responsibility of	Safeguarding Lead
Review frequency	Yearly
This version agreed	September 2026
Next review date	September 2027

Safeguarding and Child Protection Policy

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Nominated Governor
Sept 2026	**Sept 2027**	**Amanda Appleby-Payne**	**Niki Byrne** **Claire Dutton-Tombs** **Sarah Butcher** **Dominique Smith** **Ryan Marsh**	**Jayne Wright**

Important Contacts		
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Chair of Governors	Jayne Wright	jwright@halesbury.dudley.sch.uk

Child Protection Policy
Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding 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 of the home, including online
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances.

Halesbury School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's

behaviour or their failure to develop. We need, therefore, to create a culture of vigilance, to be alert to the possibility of abuse occurring, and to be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures. This policy applies to all staff, management committee members and volunteers working in the school.

See Page 22 Definitions and Indicators of Abuse

Halesbury School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Halesbury School:

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)

The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

Information Sharing

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the 2018 Childcare Disqualification Regulations) and Childcare Act 2006, which set out who is disqualified from working with children

(**Please Note:** KCSiE NOW APPLIES TO PROVIDERS OF POST 16 EDUCATION AS SET OUT IN EDUCATION AND TRAINING (WELFARE OF CHILDREN) ACT 2021
https://dudleysafeguarding.org.uk/

DSPP safeguarding priorities/procedures

https://dudleysafeguarding.org.uk/wp-content/uploads/2023/03/DSPP-Support-Level-Guidance-and-Framework-March-2023.pdf

Local multi-agency safeguarding arrangements.

The school's policy has been written taking into consideration our locally agreed multi-agency procedures that have been put in place by the three safeguarding partners:

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

The safeguarding priorities for Dudley are:

- Neglect
- Exploitation
- Family Safeguarding

These are detailed further on the above website and are included in whole school training.

Aims

Halesbury School is committed to the safeguarding of all pupils in the school. Our aims are 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 training in recognising and reporting safeguarding issues

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, LGBTQ+, 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 and criminal exploitation, forced marriage, or radicalization

- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are Children in Care or previously Children in Care

Prevention

The six main elements of the policy are:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, e safety, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. (Further guidance on these issues is available on the DSCB website) https://dudleysafeguarding.org.uk

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

Our safeguarding responsibilities include:

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

Procedures

Halesbury School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- Ensure we have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years.

The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.

- Ensure it has a member of staff who will act in the absence of the DSL (deputy DSL).

THE DESIGNATED SAFEGUARDING LEAD FOR HALESBURY SCHOOL IS
Mrs Amanda Appleby Payne (Head Teacher)

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Teams or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

THE DEPUTY DESIGNATED SAFEGUARDING LEADS ARE: -
Niki Byrne (Deputy Head Teacher)
Claire Dutton-Tombs (Family Support)
Sarah Butcher (Behaviour Support)
Dominique Smith (Assistant Head Teacher)
Ryan Marsh (Assistant Head Teacher)

Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. **(If in doubt, ask).**

- We have a Designated Safeguarding Lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.
- The designated Members for Child Protection are **Amanda Appleby-Payne, Niki Byrne, Claire Dutton Tombs, Sarah Butcher, Dominique Smith and Ryan Marsh.**
- We have a nominated Governor member responsible for child protection. The nominated Governor for Child Protection and Safeguarding is **Jayne Wright.**
- Every member of staff (including temporary and supply staff and volunteers) and management committee member knows the name of the designated safeguarding lead responsible for child protection and their role.
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Children Missing Education (CME) and Radicalisation and Extremism, and maintain an attitude of 'it could happen here'. Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents/carers should be made aware of the policies and procedures.
- All staff and volunteers understand their responsibility for referring any concerns to the DSL in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
- We ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy

on the school website.

- Parents are aware that this policy is available on request, and that the policy is available on the school website.
- We develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- We develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.
- We ensure that community users organising activities for children are aware of, and understand the need for compliance with, the school's child protection guidelines and procedures.
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
- Be aware of and follow procedures set out by the DfE and the Dudley Safeguarding People Partnership where an allegation is made against a member of staff or volunteer, including making a referral to the DBS and/or TRA if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
- Ensure that if a child, who has a Child Protection Plan leaves, their information is transferred to the new school immediately and social care is informed.
- Operate safer recruitment practice; ensuring that at least one member on every recruitment panel has completed safer recruitment training.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A copy of the interagency referral form that must be completed when making a referral can be accessed from the Dudley Safeguarding People Partnership website

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) at Halesbury is the Head Teacher, Amanda Appleby Payne has responsibility, management oversight and accountability for child protection. Deputy DSLs (Nikki Byrne, Claire Dutton Tombs, Sarah Butcher, Dominique Smith and Ryan Marsh) are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

When the school has concerns about a child, the Designated Safeguarding Lead/Head teacher will decide what steps should be taken.

The key role of the Designated Safeguarding Lead is to:

- To promote the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, to identify the impact that these issues might be having on children’s attendance, engagement and achievement at school.
- To ensure that the school is aware of children who currently need a social worker, and have an understanding of their academic progress and attainment, maintaining a culture of high aspirations for them.
- Support teaching staff to feel confident, to provide additional academic support or reasonable

adjustments to support children who need or have needed a social worker to reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matter of safety and safeguarding;
- Undertake training;
- Raise awareness of safeguarding and child protection amongst the staff and parents;
- Ensure that child protection information is transferred to the student's new school;
- To ensure that the use of technologies such as CCTV and walkie talkies are used appropriately and used in line with associated school policies.
- To be aware of pupils who have a social worker.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to Channel programme.
- Refer cases where a crime may have been committed to the Police.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children, particularly in relation to Early Help.
- Work closely with Mental Health Leads.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, police, and support staff) who make such referrals directly.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record is logged on CPOMS of what information has been shared with whom, and when.

Paper copies of child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted. Parents/Carers will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents/carers will be in line with any home school policies and give due regard to which adults have parental responsibility. In keeping with best practice, the school will hold more than one emergency contact number for each pupil.

Record Keeping

- We will hold records in line with our records retention schedule.
- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained for the period from D.O.B +25 years in accordance with our Data Retention Policy.
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding & child protection file is forwarded promptly and securely, and separately from the main pupil file. 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 (using the pupil safeguarding form) to enable them to have time to make any necessary preparations to ensure the safety of the child.
- Where children leave Halesbury, the DSL will ensure their child protection file is transferred to the new school as soon as possible, within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school enough time to have support in place for when the child arrives. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools or in instances where advance information would allow the new school to continue supporting the target of abuse and have the appropriate support in place for the student's arrival. We will record where and to whom the records have been passed and the date.

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'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to

safeguard and promote the welfare and protect the safety of the children.' understanding that 'safeguarding of children' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Do not disclose to a parent/carer any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our setting, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially when a child is being reintegrated. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Recorded Delivery". For audit purposes a note of all pupil

records transferred or received should be kept in electronic format on our Information Management System (under – activities). This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

In summary, the DSL is responsible for:

- Organising child protection induction training for all newly appointed staff and whole staff training, refreshed every year;
- Undertaking, in conjunction with the Head Teacher and Safeguarding Governor, an annual audit of safeguarding procedures;
- Referring a child to the MASH Team when there are concerns about possible abuse and neglect;
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked locations;
- Ensuring information is dealt with in a confidential manner and staff will be informed of relevant details when DSL feels this knowledge will improve staff's ability to deal with an individual child or family;
- Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings within and out of county;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first;
- Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.

Dudley's Thresholds and Early Help

- If early help is appropriate, the DSL 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, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

- Level 1 – No referral is required. Professionals also should contact Dudley's Family information Service on 01384 814398 to obtain information about support available for children, young people and families.
- Level 2 - Partner agencies should complete their own internal assessment as appropriate and forward this to the relevant Family Centre. Alternatively, an Early Help Assessment can be completed and forwarded to the appropriate Family Centre Cluster.
- Level 3 - Referrals should be made by completing an Early Help Assessment and forwarding it to the appropriate Family Centre Cluster.

Whole Staff Responsibilities

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

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to Multi Agency Support Team relevant to the child's home address, for Dudley children this is Dudley Front Door and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL/DDSL as soon as possible if you make a referral directly.

Dudley ***Report it*** page: https://dudleysafeguarding.org.uk/
If a child discloses a safeguarding issue to you, you should:

- ✓ Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- ✓ Stay calm and do not show that you are shocked or upset
- ✓ Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- ✓ Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- ✓ Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- ✓ Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so

Aside from the above professionals, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
it is important to also understand the following:

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

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

Staff safeguarding training.

- ✓ All staff members will undertake safeguarding and child protection training, online safety training including IT filtering and monitoring roles and responsibilities, together with managing allegations and whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with local and statutory guidelines.
- ✓ All staff will undertake annually training on Cyber-security training.
- ✓ Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment.
    - Have a clear understanding of the needs of all pupils/students.
- ✓ All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- ✓ Staff will also receive regular safeguarding and child protection updates including online safety, as required but at least annually. Regular updates throughout the academic year could include (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- ✓ All new staff will receive robust safeguarding training in line with the whole school training package, this will be delivered as part of their induction process before they commence working with our pupils/students.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate. Mental Health Leads are listed on posters around the school and can be accessed by all staff.

Roles and Responsibility of Governors and Governing Boards

It is the responsibility of the Governing Board to ensure that they comply with their duties under legislation. The governors of Halesbury must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' if an allegation of abuse is made against the Head Teacher, they receive training in managing allegations for this purpose.
The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. The Governing Body will ensure that Halesbury has policies and procedures in place which reflect their local circumstances and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Safer Recruitment and Employment Practices

Halesbury School has created a culture of safe recruitment, and has adopted the Local Authority policy on

recruitment procedures. Halesbury School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- Declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement; **Our statement of Commitment** "Halesbury School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, DfE Check a Teacher's Record service, TRA Teacher Services, Qualification and ID Checks."

The school will:

- Ensure that at least one member of the interview panel has attended Safer Recruitment training;
- Ensure that references are gained before interview;
- Ensure that a safeguarding question is included in the interview;
- Ensure that any gaps in employment are explored at interview;
- Undertake a DBS check* at the relevant level to the position of staff and governors, in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a child care capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school;
- Ensure that governors have an Enhanced DBS check and new appointments are TRA checked for Section 128 prohibition from governance;
- Ensure that prohibition of teaching checks are completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and this must be appropriately recorded on the Single Central Register, ensuring that a prohibition check is carried out for anyone involved with 'teaching work', not just those with QTS - a teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils, however, these activities are not classed as teaching work for the purposes of Keeping Children Safe in Education regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Head Teacher to provide such direction and supervision
- where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment
- ensure checks are carried out for individuals who have lived or worked abroad for more than three months during their adult life. Where these checks are not able to be completed the school will carry out a risk assessment in every instance

(*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.) A supervised volunteer who regularly teaches or looks after children is not deemed to be in 'regulated activity'. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments working within our school who have substantial access to children will be checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK. The school will always ask for written information about previous employment history and check that the information is complete.

The school maintains a single central record of recruitment checks for audit purposes.

Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

Volunteers who are not working in regulated activity, will be supervised at all times.

Halesbury School does not offer voluntary placements.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) in these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

Alternative Provision

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and school leaders are aware of the additional risk of harm that students may be vulnerable to. We will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that we would otherwise perform on our own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that we can ensure that appropriate safeguarding checks have been carried out on new staff.

The school should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements we make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

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

• Alternative Provision - DFE statutory guidance

• Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.

Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like breakfast clubs or after school care).

All staff at Halesbury are made aware that their 'relationships and associations' (including online) may have a safeguarding implication.

Allegations of Abuse Made Against Other Children (Child on Child Abuse)

At Halesbury we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Child on Child abuse is a safeguarding issue for both victim and alleged perpetrator. In some (but not all) forms of child on child abuse it is more likely that girls will be victims and boys perpetrator, but all child on child abuse is unacceptable and will be taken seriously. Different forms of child on child abuse can include:

- physical assault and harm, or threat of harm with a weapon;
- harmful sexual behaviour, including misogyny, sexual violence and sexual harassment;
- consensual and non-consensual sharing of self-generated intimate images and or videos including those using AI e.g. deepfakes

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class

teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; Head teacher and, in extreme cases, the Governing Board. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and he alleged victim) at the earliest opportunity.

Halesbury will follow the NSPCC 'When to call the police' guidance.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff who are specifically trained to support both victims and perpetrators. Halesbury has a group of pupils who have been trained as Anti-Bullying Ambassadors so as to support friendly play and co-operation and act as a mentor in peer fallouts, upsets and arguments etc. or to inform an adult if situations cannot easily be resolved.

Allegations Against Staff and Volunteers

This is not the responsibility of the Designated Safeguarding Lead. Halesbury school will follow the ''Managing Allegations Against Staff or Volunteers" (DSPP Procedures) and have regard for the DfE 'Harm Test' guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, has:

- 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 children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

The Head Teacher will deal with allegations made against school staff. All staff have access to the counselling service within Dudley Council. If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also

provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2023) and the DSPP Safeguarding Children Procedures.

At Halesbury, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Head Teacher (DSL) without delay (or where that is not possible, to the Deputy Designated Safeguarding Lead); any concerns about the Head Teacher should go to the Chair of Governors whose contact details can be found in the staff handbook and on our safeguarding notice board in the staff room. When dealing with allegations:

- if any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days
- in response to an allegation all other options should be considered before suspending a member of staff
- allegations that are found to be malicious should be removed from the personnel records
- reporting restrictions only apply to teachers in schools
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order

In addition to this Halesbury School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Halesbury will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (Feb 2022). This covers a wide range of issues around staff conduct.

Procedure for dealing with complaints and allegations about the Head Teacher

Concerns about the Head Teacher should go to the Chair of Governors.

Whistleblowing

- Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy. A whistleblowing disclosure must be about something that affects the general public such as:
- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged or compromised

- information about any of the above has been concealed

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures. Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistleblowing helpline:

0808 800 5000

Supply Teachers

In some circumstances, Halesbury will have to consider an allegation against an individual not directly employed by the school, where our disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency. Whilst the school is not the employer of supply teachers, we will ensure allegations are dealt with properly in line with our Whistle Blowing Policy. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO **- Yvonne Nelson-Brown**) to determine a suitable outcome. The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies will be kept fully involved and should co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing board when working in the school. They will be advised to contact their trade union representative by the LADO, who will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, the school will inform the agency of its process for managing allegations.

Trainee Teachers

Where concerns or allegations relate to a trainee teacher, the expectations that relate to supply teachers and contracted staff will apply.

Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end, any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.

We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's complaints procedures are readily available.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education. Further advice can be sought from school's HR.

Information Sharing, Confidentiality and Record Keeping

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. The governing board will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding
- purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, the school must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the school will seek independent legal advice.

****The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children****

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the website.

Early Help

If staff have any concerns about a child's welfare they should act on them immediately and speak to the DSL. The DSL will take the lead role when early help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome. Signs that early help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is a privately fostered child

The local authority guidance and thresholds can be found at:

https://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families

The Curriculum

Relationships education, relationships and sex education (RSE) and health education. The new

curriculum becomes mandatory starting in September 2026.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), RSE, Information and Communication Technology (ICT), Citizenship, Sex and Relationships Education and Online Safety. At Halesbury, pupils are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it.

Children Looked After

Designated person should aim to work in partnership with the Virtual School Coordinator on how funding can best support the progress of a child in care.

The designated teacher for children looked after at Halesbury is: **Mrs Fereday**. The pupil's teachers will deal with the needs of the CLA children with professionals in meetings and liaise with the designated teacher when completing the relevant PEP forms electronically on the CLA PEP Website. The designated teacher is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the Head Teacher and Virtual School Head and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, Physical handling, positive behaviour, will be linked to ensure a whole school approach.

At Halesbury, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact.

The Government has published guidance on reducing the need for restraint and restrictive intervention. The guidance aims to help settings adopt a preventative approach to supporting children and young people whose behaviour challenges as a result of learning disabilities, autistic spectrum conditions or mental health difficulties.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy plus a copy of Keeping Children Safe in Education, Working Together to Safeguard Children and Safer Working Practice for Staff in Education Settings and will be told who the DSL is and who acts in their absence.

All staff will receive induction in safeguarding children. Our staff induction programme is mandatory and includes;

- the child protection policy
- the behaviour policy
- the staff code of conduct
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies
- basic child protection information relating to signs and symptoms of abuse
- how to manage a disclosure from a child
- when and how to record a concern about the welfare of a child and advice on safe working practice

All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given a copy of our safeguarding advice for volunteers and visitors leaflet, the name of the DSL and informed of the school's procedures in reporting concerns.

DSLs will attend training every two years, and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.
All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff with leadership responsibilities for safeguarding will undertake further relevant training in safeguarding related issues such as CSE, CCE, County Lines, Radicalisation (WRAP training), Management of Allegations of Abuse, FGM and cascade the learning from this training to the rest of the staff.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Halesbury School will also ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly. This can include online courses, external training and in-house training;
- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events;
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Child Protection Link Governor;

- good monitoring takes place of pupils identified as at risk;
- staff work closely with outside agencies to share information and co-ordinate support for the pupil.

In line with 'Keeping Children Safe in Education', the Head Teacher and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals. A Training Record is kept for all adults working in contact with children.

Definitions and Indicators of Abuse and Exploitation

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

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

There are four types of child abuse. They are defined in Part 1 of the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, as follows:

1. Physical Abuse

2. Emotional Abuse

3. Sexual Abuse

4. Neglect

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of

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

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 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.

Neglect

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

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care of treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation: a form of abuse where a child is manipulated, coerced, or deceived into situations that are harmful to their well-being. This can include situations where a child is used for criminal activity, sexual activity, or other harmful purposes. Exploitation can occur both online and offline, and it's crucial for adults to be aware of the signs and indicators of exploitation to ensure children are protected.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Domestic Abuse

The definition of Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological 7 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.

At Halesbury, we work we other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Positive Mental Health, Well-being & Resilience

Positive mental health is the concern of the whole community and recognise that schools play a key part in this. Our school wants to develop the emotional well-being and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone’s vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual’s life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

All staff should also 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Halesbury staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the Designated Safeguarding Lead or a deputy.

Halesbury also delivers a resilience curriculum to all Key Stage 3 and 4 pupils as part of their learning and development.

Online Safety

The government has published a guidance document 'Teaching online safety in school (DfE, June 2019). It outlines to schools the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Halesbury, our staff are made aware of the importance of teaching that is always age and developmentally appropriate.

Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the compulsory Relationships (Sex Education) and Health Education in place from September 2026. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that they together they reflect how harmful the internet might be. It is easy to see the potential harms, but it important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites…hate, violence

- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

The Teaching online safety in school guidance, reminds us that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'. Teaching online safety in school should be read in conjunction with Education for a Connected World Framework (UKCIS, 2020) which offers 'age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.'

The Teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

The use of reasonable force and restrictive interventions

The school has the legal power to use reasonable force to prevent students from injuring themselves or others, causing damage, committing an offence, or disrupting others. It must be the minimum force necessary for the shortest time, and never used as a punishment. School follows the DFE statutory guidance Restrictive interventions, including use of reasonable force in schools. It can only be used as a last resort to:

- prevent a student from causing injury to themselves or others;
- stop a student from committing a criminal offence;
- prevent damage to property;
- maintain good order and discipline.

The guidance 'Teaching online safety in school' can be downloaded here:
https://www.gov.uk/government/publications/teaching-online-safety-in-schools

Education for a Connected World (UKCIS) can be downloaded here:

https://www.gov.uk/government/publications/education-for-a-connected-world

The school ensures that pupils are taught to stay safe online as part of our broad and balance curriculum. The school makes use of a number of additional resources and tools to support online safety such as:

- Guidance from PSHE Association
- Be Internet Legends by Parent Zone and Google
- Half-termly lessons devoted to safety when online.
- Parental workshops to teach safe practices in the home.
- Guidance for Safer Working Practices – Feb 2022

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. The school provides parent E-Safety workshops and additional information to support parents in keeping children safe when they are accessing 'online learning' whilst out-of-school. Pupils are not allowed to have access to their own electronic devices during the school day. If a child needs a mobile phone to arrange transportation when leaving school, they can bring their mobile phone to school and hand it in for safe keeping to their Class staff.

Specific Safeguarding Issues
Children who are lesbian, gay, bisexual, or gender questioning
Halesbury School is appropriately professionally curious about our students' experiences and their potential vulnerabilities. As a school we develop policies that maintain flexibility and avoid rigid rules based on gender stereotypes. As a school, we do not initiate social transition. The process only applies when a student or pupil raises a request. Social transition may involve changes to a student's name, pronouns, uniform or appearance. Such situations are rare and will always be approached with caution. The schools process to responding to such requests includes consideration of any safeguarding risks and early referral to the Designated Safeguarding Lead. Parents/carers will normally be involved in discussions where a child is questioning their gender, unless, informing parents could place the student at risk of harm. In those circumstances, the Designated Safeguarding Lead will be involved and since the threshold for excluding parents is likely to be high, decisions will be supported by clear reasoning based on specific safeguarding concerns.

Sports
Children can be separated according to their biological sex where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). However, where sports need to be played in single sex groups to ensure safety, there should be no exceptions.

School premises
The school will ensure that there are separate toilets for boys and girls. Students must not use toilets designated for the opposite biological sex. Students must not undress in front of members of the opposite biological sex. Overnight accommodation on school trips will remain single sex.

If a student does not want to use the toilet, changing room or shower for their biological sex, we will consider whether we can provide an alternative facility without compromising the provision of single sex facilities, or the safety, comfort, privacy or dignity of the student, or of other students. A clear record will be kept of these situations on CPOMS.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on its own website

www.nspcc.org.uk.

Schools can also access DSPP guidance on the issues listed below via the website
https://dudleysafeguarding.org.uk/
Safeguarding Dudley Procedures

http://dudleysafeguarding.org.uk/children/professionals-working-with-children/safeguarding-children-procedures/

Early Help Strategy – Dudley

http://dudleysafeguarding.org.uk/children/professionals-working-with-children/dudley-early-help/

Referrals – How to make

http://dudleysafeguarding.org.uk/children/professionals-working-with-children/multi-agency-safeguarding-hub- mash/

Local Guidance

Multi Agency Safeguarding Hub (MASH) - Dudley Safeguarding Children (Dudley's Thresholds Framework https://www.virtual-college.co.uk/guidance-for-safer-working-practice-2022.pdf (Guidance for Safer Working Practice)

Online Safety and Use of Images - Dudley Safeguarding Children (Online Safety and the use of images)

National Guidance

Inspecting safeguarding in early years, education and skills
Working together to safeguard children
Keeping children safe in education

Information Sharing Advice for Practitioners 2018

What happens if I report a concern about a child or young person?
Revised Prevent duty guidance: for England and Wales
Mandatory reporting of female genital mutilation: procedural information

Dudley Record Keeping Guidance

Safeguarding Children Procedures - Dudley Safeguarding Children

Allegations against adults/staff
Anti-Bullying

http://www.bullying.co.uk/
https://anti-bullyingalliance.org.uk

http://www.parentlineplus.org.uk//

Child Sexual Exploitation

Child Exploitation - Dudley Safeguarding Children

Female Genital Mutilation (FGM)

Statutory guidance on FGM
http://www.afruca.org/
http://www.youngminds.org.uk/

Forced Marriage

http://www.fco.gov.uk/forcedmarriage
Mental Health
http://www.youngminds.org.uk/
http://www.parentlineplus.org.uk/

Neglect Strategy

Child Neglect - Dudley Safeguarding Children

Stay Safe
http://www.staysafe.org/
Teenage Pregnancy

https://www.nhs.uk/pregnancy/sup
port/teenage-pregnancy/

Use of images/ e-safety

Online Safety and Use of Images - Dudley Safeguarding Children

Honour Based Abuse (HBA)

So called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the Designated Safeguarding Lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE

- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at risk' country (especially before the summer holidays)

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers and members of staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL/Children's social care. All staff should speak to the DSL where there are concerns of pupils at risk or suspected cases.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered 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 a marriage. Threats can be physical or emotional and psychological.

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

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Child Sexual Exploitation (CSE)

Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity. Child criminal exploitation includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in county lines is 'missing episodes', where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Statutory definition of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **DfE Child sexual exploitation –** Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017

Child Criminal Exploitation

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence orthe threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".' Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Child on Child Abuse, including incidents of Sexting, and Opportunities to teach Safeguarding

Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "Just having a laugh" or "part of growing up".

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

Most cases of pupils hurting other pupils will be dealt with under our school' s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the Children and Adolescent Mental Health Services (CAMHS), if appropriate.

We will minimise the risk of Child on Child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.

- Ensuring pupils know they can talk to staff confidentially through the

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. At Halesbury School, online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of child on child abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.
Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery)
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/Deputy DSL, and in extreme cases, the Governing Board. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school

considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, life skills lessons (including PSHE) and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff that are specifically trained to support both victims and perpetrators. At Halesbury School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found. The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Halesbury School we will support the victims of child on child abuse by providing an adult advocate to discuss concerns with and provide support on a daily basis.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence 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.

Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

Ultimately, the school will make any decisions on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

What school and college staff should do if they have concerns about a child

- Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff have any concerns about a child's welfare, they should act on them immediately. Follow the schools

reporting procedure provided in annual training.

LGBT+ pupils

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness.

Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE.

Schools should therefore ensure that they are aware of the increased risk factors and know how to access appropriate support for these young people when required.

Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins). Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

At Halesbury, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support any pupils who have a social work

Upskirting

At Halesbury, we have ensured that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Crown Prosecution Service (CPS) defines 'up skirting' as "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Contextual Safeguarding

All staff, but especially the Designated Safeguarding Lead (or deputy) will consider the context within which safeguarding 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. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in

a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse

Children Missing in Education (CME)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/ Children_Missing_Education_-_statutory_guidance.pdf

We recognise that a child going missing from education is a potential indicator of abuse or neglect. Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

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

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

We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
    a) leave school to be home educated
    b) move away from the school's location
    c) remain medically unfit beyond compulsory school age
    d) are in custody for four months or more (and will not return to school afterwards); or
    e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred

to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer, admissions team and DSPP.

Further information can be found can be found in 'Children missing education: statutory guidance for local authorities' – September 2016

The DfE's statutory guidance on school attendance 'Working together to improve school attendance' sets out how the school must work with local authority children's services where school absence indicates safeguarding concerns.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy/deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Children with Special Educational Needs and Disabilities

Halesbury School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This 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 disproportionally impacted by things like bullying without outwards showing any signs
- Communication barriers and difficulties in overcoming these barriers

At Halesbury, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Whole school SEND INSET is ongoing for all staff annually and regular reminders throughout the year in terms of monitoring the welfare of such pupils with extra vigilance.
- All staff to have SEND pupils marked upon their teaching lists, for easy reference.
- Regular review meetings between DSL and SENCO, where safeguarding is a standard item on the agenda.
- Head Teachers/SLT members meet with teachers regularly and monitor the behaviour and welfare of all pupils, with an additional emphasis upon SEND.

Prevent Strategy (Radicalisation and Extremism)

Statutory guidance on the Prevent duty
Safeguarding Vulnerable Groups Act 2006
Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance Rejecting activities, they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Halesbury School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. 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. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self- confidence.

2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.

3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.

4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.

5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Protective security and preparedness for education settings

The school will refer to DfE guidance as to how education settings should prepare for and respond to terrorism

and other major incidents:
• all settings should make simple plans to improve protective security awareness and preparedness that can deter terrorists and other security threats looking for a target and help keep learners, staff, volunteers and visitors safe
• a 'security' lead should be appointed to develop and maintain policies and plans which promote a good security culture and deters someone intending to cause harm from targeting your setting. During a live incident, the Security Lead may also become the 'incident lead' who will make effective decisions under pressure to get people to safety. However, all staff will need to play a vital role in responding to an incident
• settings should consider what works best for learners and staff with special educational needs and disabilities (SEND) to ensure that policies, plans and procedures are inclusive and accessible
• See, Check and Notify (SCaN) helps identify suspicious activity, and deter and detect someone intending to cause harm. SCaN can be easily applied to all settings
• settings can also use the HOT protocol to identify suspicious items
• settings should create a 'Bomb threat checklist' in preparedness for a live incident.

All staff should be familiar with these processes:
• all staff should familiarise themselves with RUN HIDE TELL to ensure they can immediately respond to live incidents and make adjustments for those with SEND, if required
• educational settings should consider three response options to a live incident: Lockdown, Invacuation and Evacuation
• Personal Emergency Evacuation Plans (PEEPs) should be in place for those required. These plans should also be adjusted to consider the impact of alternative arrangements for learners with SEND
• settings should consider compiling a 'grab kit' comprised of key items that can assist during an incident; this is particularly helpful for learners with SEND.

Indicators of Vulnerability to Radicalisation
Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Halesbury staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral

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

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

Indicators of vulnerability include:

• Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

• Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

• Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

• Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

• Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

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

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC Halesbury School is Mrs Amanda Appleby Payne. The responsibilities of the SPOC are described below.

• Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;

• Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

• Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

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

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

Mental Health - If you have a mental health concern

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Staff also attend an Early help meeting on Tuesday and Wednesday where they voice concerns
- Halesbury has a qualified Counsellor who through a referral system staff can identify for well-being meetings
- Halesbury has a trained staff member who is qualified in Child Mental health through Dudley. She is identified on posters throughout the school

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school and this is recorded on CPOMS.

Anti-Bullying

Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We maintain a log of bullying incidents in school and this is recorded on CPOMS.

Online/E-safety

All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours to enable them to remain both safe and legal when using the internet and related technologies.

We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers the school to protect and educate students and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:
content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If students or staff are at risk, it can be reported to the Anti-Phishing Working Group (https://apwg.org/).

Using AI safely and effectively
Any use of generative AI by staff and students will be carefully considered and assessed, evaluating the benefits and risks of use in school.
The intended use should be specified and have clear benefits that outweigh the risks. Different considerations will apply depending on whether it is staff or students using AI tools.
Safety will not be compromised. The schools will consider whether there may be uses of generative AI by staff or pupils that have not been explicitly approved or adopted in their setting.
Risk assessments will include plans for mitigating against unauthorised use cases. For example, students

may use generative AI to create emails from the school to parents that seem realistic.
Students should only be using generative AI in school with appropriate safeguards in place, such as close supervision and the use of tools with safety and filtering and monitoring features.

For any use of AI, the school will:

- comply with age restrictions set by AI tools and open access LLMs
- consider online safety, including AI, when creating and implementing safeguarding related policies and procedures
- consult Keeping children safe in education
- refer to the DfE generative AI product safety expectations
- refer to the DfE filtering and monitoring standards to make sure appropriate systems are in place, including filtering and monitoring approaches that cover generative AI
- review how to strengthen cyber security by referring to the DfE guidance on cyber security standards for schools and colleges – generative AI could be used to increase the sophistication and credibility of attacks
- refer to the DfE plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them

The Sending of Indecent Images from One Person to Another through Digital Media Devices

The school accepts that this is a safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

The DfE guidance 2023 on Searching Screening and Confiscation Advice for Schools and Sharing nudes and semi-nudes: advice for education settings working with children and young people (2024)
UK Council for child internet safety and our school policy relating to mobile phones in school.

The term ‘sexting’ has been phased out because many students interpret it as sharing flirtatious text messages rather than sharing explicit images. The legal term used to define nude or semi-nude images and videos of children under 18 is ‘Indecent Imagery’. Image based sexual abuse is a term used to refer specifically to the non - consensual sharing of these images, replaces slang such as revenge porn. Youth produced sexual imagery is the term we use in school to refer to imagery created by students, distinguishing it from adult perpetrator abuse.

Photography and use of images

The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.

For this reason, consent is always sought when photographing children and additional consideration given to photographing vulnerable children, particularly children who are looked after (CLA) or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Children Looked After).

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits. Risk Assessments are undertaken as required and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

Safe Environment

The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.

The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

Visitors

The school does not have the power to request DBS or Barred List checks for visitors (for example children's relatives visiting a sports day) on these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

We understand the importance of visitors and external agencies to enrich the experiences of our pupils. For visitors coming into school in a professional capacity, we will check their ID and be assured that they have had the appropriate DBS check.

Adults who supervise children on work experience

When organising work experience placements, we will ensure that the placement provider has policies and procedures in place to protect children from harm. Children's barred list checks via the DBS might be required for individuals who supervise a child under the age of 16 on a work experience placement.

The relevant considerations when deciding if a DBS check would be appropriate are whether the person providing the teaching/training/instruction/supervision to the student on work experience will be:

• unsupervised themselves, and

• providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight)

If the person working with the student is both unsupervised and the same person is in frequent contact with them, this is likely to be regulated activity. In this instance, the school will ask the placement provider to ensure that the person providing the instruction or training is not a barred person. DBS checks cannot be requested for children under the age of 16.

Volunteers

Effective from September 2026, the supervision exemption has been removed. This means unpaid individuals engaging in regulated activity will now require an enhanced Disclosure and Barring Service (DBS) check with children's barred list information, regardless of whether a member of staff is actively supervising them.

Regulated activity has been redefined. If a volunteer frequently teaches, trains, instructs, cares for, or supervises children, it is considered regulated activity. Because the children's barred list is not the same as a standard criminal record, previous clear DBS checks might need to be renewed by the school to ensure the barred list is included

Challenge and Escalation

We recognise that professional disagreements may arise between agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the DSPP escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Minimising Risk

The school will consider serious violence carefully. Staff should report any of their concerns about a student using or carrying a weapon (or expressing an intent to do so) to the Designated Safeguarding Lead, who will access the risk and take appropriate action. The DSL will deescalate peer conflict where appropriate.
At the Head teacher's discretion, the police may be informed in certain circumstances and parents/carers informed (of both the student being complained about and the alleged target) at the earliest opportunity. Halesbury School will follow the NPCC 'When to call the police' guidance.

The DSL should contact social care to discuss the case where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both students' files. It may be appropriate to apply a safeguarding separation (in line with the DFE suspensions and exclusions guidance – July 2026) to remove the student/s being investigated.

Implementation, Review and Monitoring

Our Child Protection policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit;
- Completion and return to the LA of the annual safeguarding report to the Governing Board;
- Pupil surveys and questionnaires;
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the school's single central record of recruitment checks;
- Scrutiny of Governing Board minutes;
- Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
- Supervision of staff involved in child protection;
- Case file audits undertaken by the DSL.

Implementation will take place by ensuring this policy is discussed at the full governing board meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.
The cover page of this policy states the dates of review ratification by the Governing Board.

Supporting Documents

Other relevant documentation includes:

- DSPP Safeguarding Children Procedures https://dudleysafeguarding.org.uk/
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Safer Working Practice Guidance
- Information Sharing Protocol
- The Prevent duty
- Mandatory Reporting of Female Genital Mutilation – procedural information (effective from 31st October 2015)
- Use of images guidance for children, young people and adults in the Dudley borough

Useful Numbers

Dudley Single Point of Access (Dudley Children's Front Door):	**0300 555 0050**
Emergency Duty Team	**0300 555 8574**
Local Authority Designated Officer:	**01384 813061**
Police Child Abuse Investigation Unit Halesowen Police Station	**(101 Extension) 79026071 or 79026072**
ChildLine (Email www.childline.org.uk)	**0800 1111**
Local Authority Prevent officer	**01384 814736**

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation on CPOMS using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (Forms are available in the PPA room for those who do not have a CPOMS login…see appendix 3).

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead .

Complete the reporting form in CPOMS (See appendix 3 for printable form if you do not have a CPOMS logon) or available in the PPA room and hand it directly to the appropriate person. Do not leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

What to do if you are concerned:

(Concerns outside the immediate environment e.g. a parent or carer)

- Report your concerns to the, Designated Safeguarding Lead who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead is not available, then the Deputy DSL or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers.

Parents should not be informed if to do so would increase risk to the child.

- Maintain confidentiality on a need to know basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on a MARF, by the Designated Safeguarding Lead, to the MASH/Dudley Children's Front Door Team at 0300 500 0050

Responding to allegations or suspicions (about someone working with children or young people) It is not the responsibility of anyone working within Halesbury School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Halesbury School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- 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 they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 Sexual Offences Act 2003);

- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socialising etc.);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works at Halesbury School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated Safeguarding Lead/Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.

- The Designated Safeguarding Lead/Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Staff will input their concerns into the schools CPOMS system which will be sent the schools DSL's. The body map is also available on the CPOMS system. The recording document is available for any external staff who do not have access to the ICT system of the school.

Appendix 3 - Form for recording and reporting concerns about a child

(double sided with body map)

Form for recording and reporting concerns about a child		
Full name of child:	**Class:**	**Year:**
Date of birth (if known):		
Your name:	Position:	
Date and time of incident/disclosure/concern:		
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on the other side if needed):		
Signed:	Time and date of reporting:	
Name of staff member reported to:	Further action taken by staff member:	
Signed:	Date:	
Any other information helpful for referral (**to be completed and discussed with pastoral team/ designated safeguarding lead**). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:		

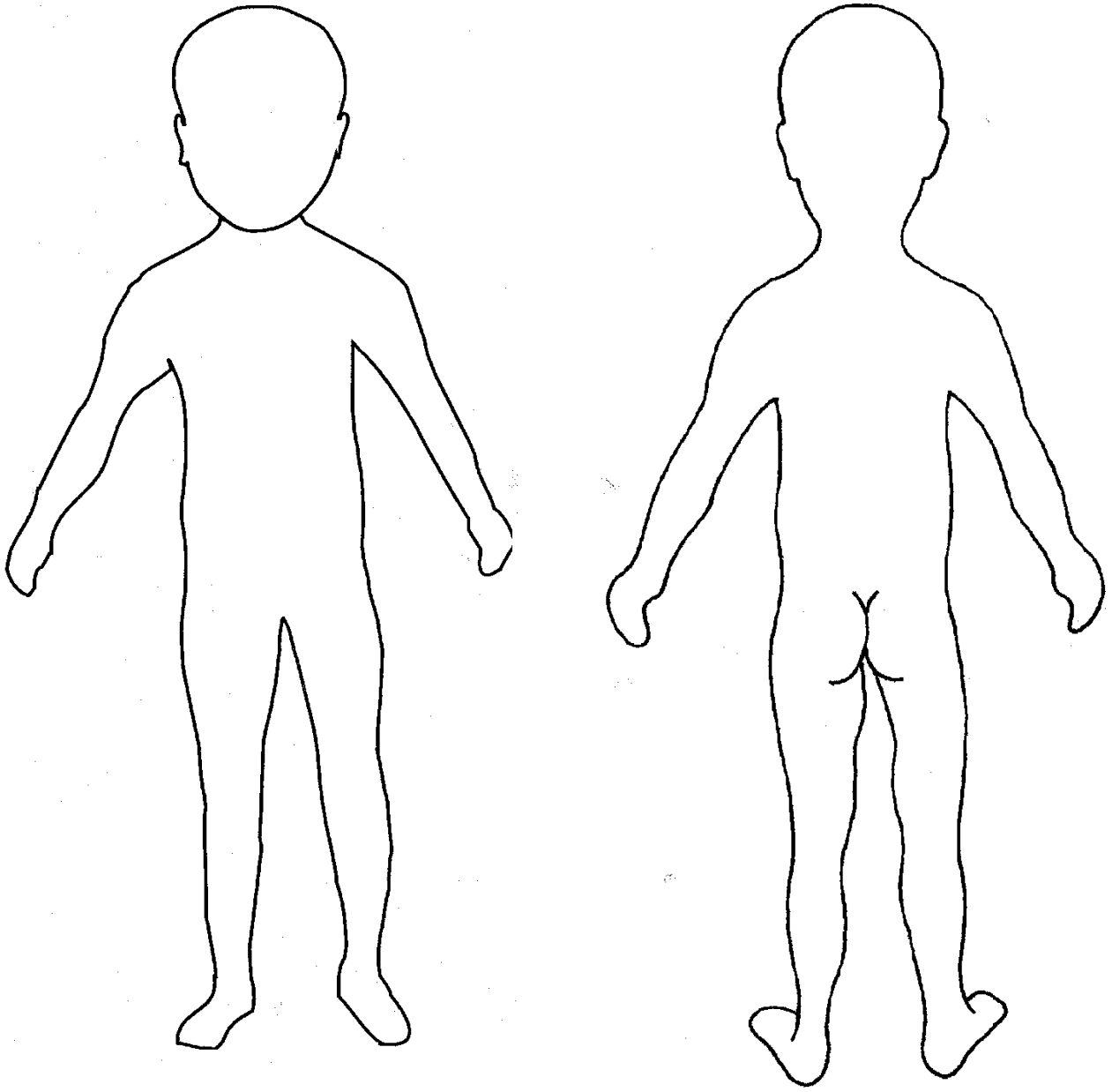
BODYMAP

(This must be completed at time of observation)

Name of Pupil: ..... Date of Birth: .....

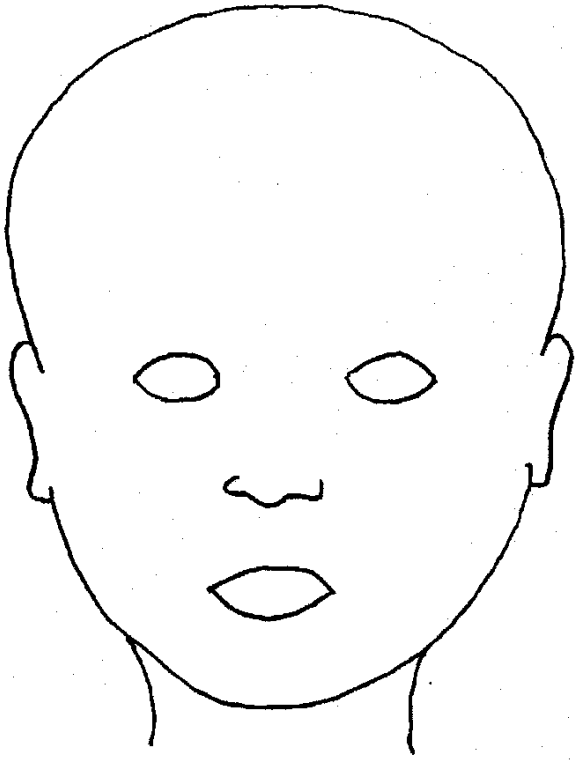
Name of Staff: ..... Job title: .....

Date and time of observation: .....

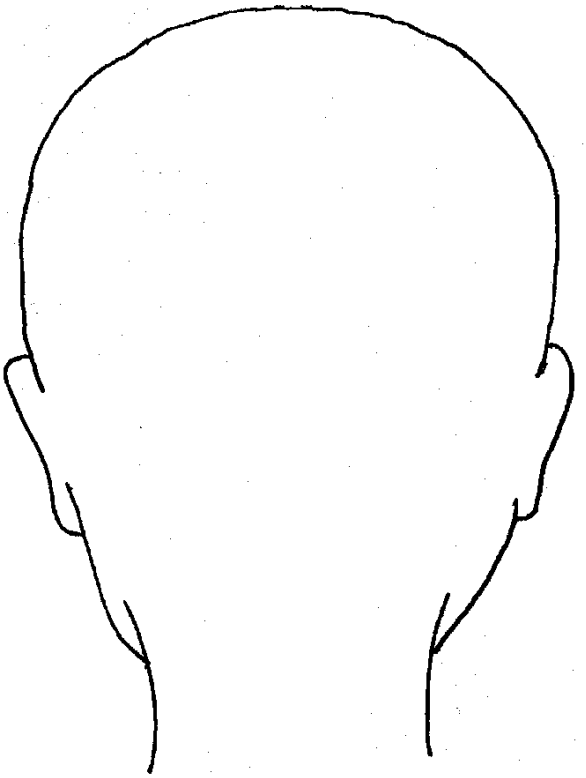


Name of pupil: .....

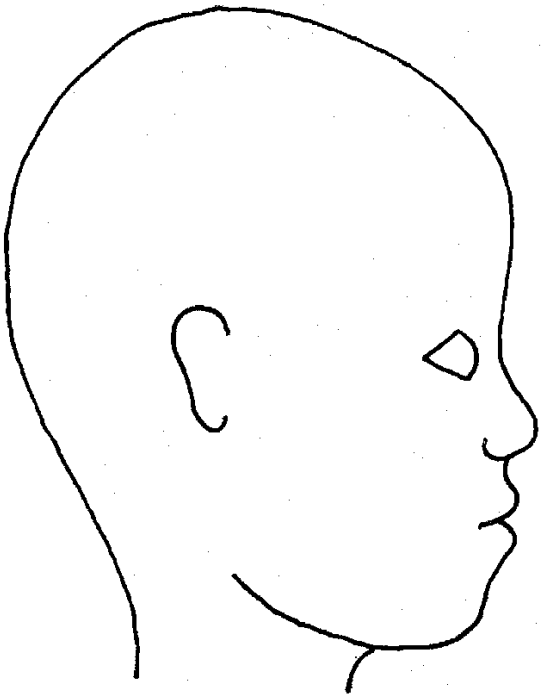
Date and time of observation: .....



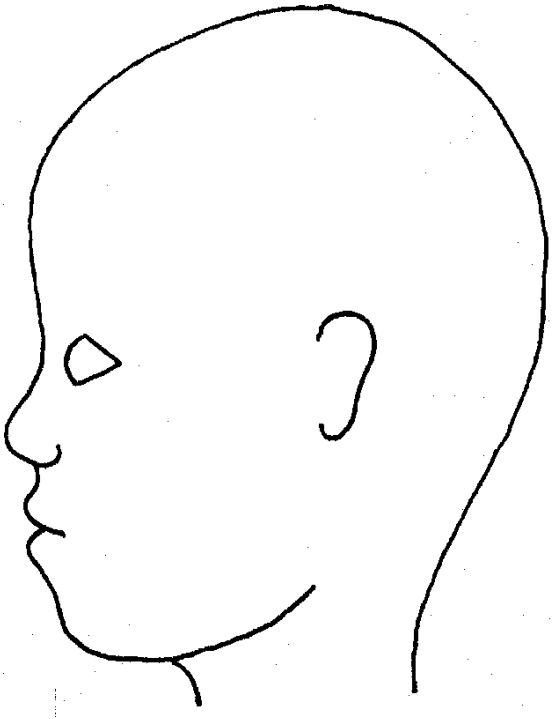
FRONT



BACK



RIGHT

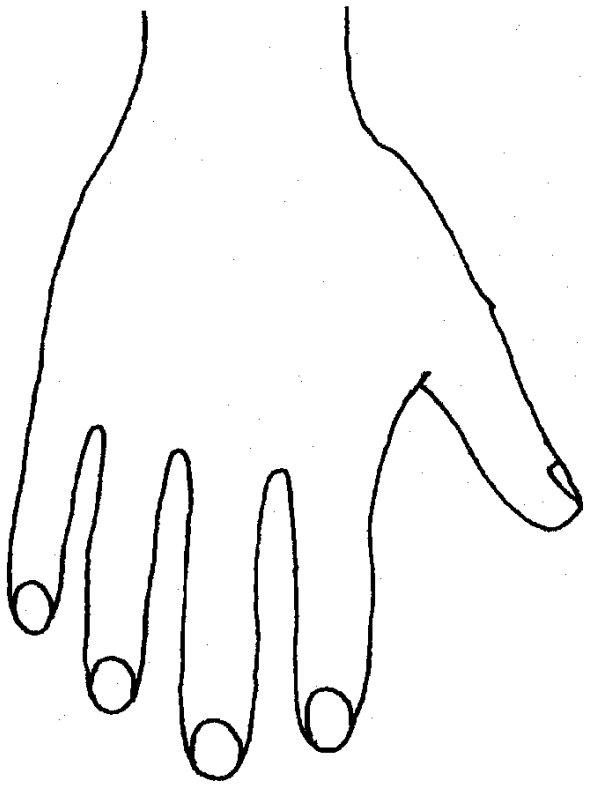


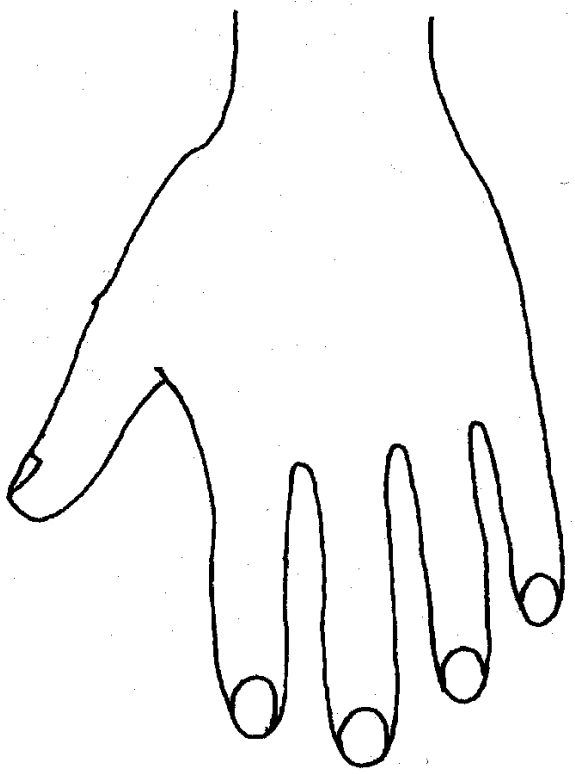
LEFT

.....

Date and time of observation:

Name of pupil: .....





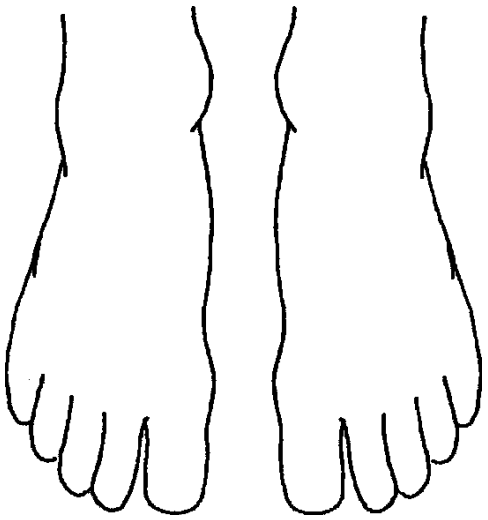
R **L**

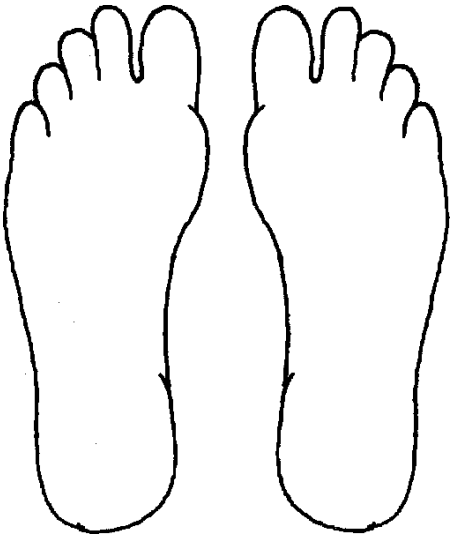
BACK

.....

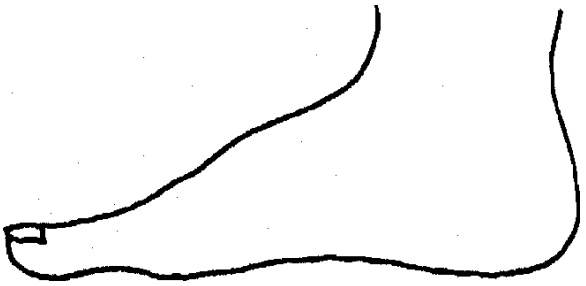
Date and time of observation:

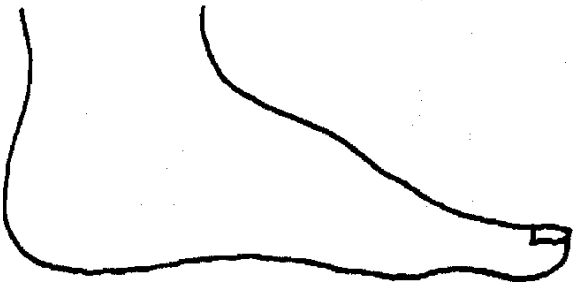
Name of Pupil: .....





R TOP L **R BOTTOM L**





R INNER **L**

R OUTER **L**

Printed Name:	
Signature:	
Job title of staff:	
Date:	

Halesbury School

Safeguarding Policy Addendum Raising Staff Concerns (including low-level)

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

The term 'low-level' concern does not mean that it is insignificant. 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'.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns as per section 2 of KCSIE 2024.
- Empowering staff to self-refer. It enables a potentially difficult issue to be addressed at the earliest opportunity.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Staff training is updated regularly so knowledge is up to date and relevant and staff know how they should be behaving

- Providing a responsive, sensitive, and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Staff model the school values to help keep children safe. It also protects adults from potential false allegations or misunderstandings.
- Staff sign to say they have read and have understood the schools Whistle Blowing policy.

Staff do not need to be able to determine in each case whether the behaviour in question constitutes a low-level concern, or if it may meet the harm threshold. Once staff share what they believe to be a low-level concern, that determination should be made by the Designated Safeguarding Leads.

Responding to low-level concerns

If the concern is raised via a third party, the DSL or Deputy DSL's will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

All low-level concerns will be responded to in a sensitive and proportionate way. The DSL or Deputy DSL's will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct policy. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

All information will be stored on CPOMS, only the DSL and Deputy DSLs will have access to the information.

Record Keeping

All low-level concerns will be recorded online in writing through CPOMS. In the event of CPOMS being unavailable, paper copies of reporting forms are available to record the same information. These may be used by supply staff in the school who do not have a CPOMS account.
In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely, and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority.
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.