



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 25

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OUR SCHOOL

Our Context

These procedures should be read in conjunction with other relevant policies.

Fountains High School is a generic special school based in Burton-on-Trent, supporting children and young people aged 11-19 with a wide range of needs and disabilities. At Fountains High School, the welfare of our pupils is of paramount importance, and we are committed to fostering a robust safeguarding culture of vigilance and challenge. The purpose of our safeguarding procedures is to ensure that we:

- Build resilience by raising awareness of safeguarding and child protection issues, and equipping children and young people with the language and skills to keep themselves safe.
- Establish a safe environment in which pupils can learn and develop within an ethos of openness and where pupils are taught to treat each other with respect, to feel safe, to have a voice, and know that they will be listened to.
- Support vulnerable pupils who have experienced abuse or neglect, have witnessed violence towards others, or may be vulnerable to abuse or neglect.
- Prevent unsuitable people from working with children by ensuring we practice safe recruitment and maintain active, ongoing vigilance in line with our safeguarding culture.

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Partnership, [Working Together to Safeguard Children 2023](#), and [Keeping Children Safe in Education 2025](#) by knowing and understanding that:

- Safeguarding and promoting the welfare of children is everyone's responsibility, and the voice of the child must be evident.
- Everyone who comes into contact with children and their families has a role to play.
- All approaches must be child-centred, considering at all times what is in the best interests of the child.
- No single practitioner can have the full picture of a child or young person's needs and circumstances.
- Timely help depends on effective identification, information sharing, and prompt action.
- A balanced curriculum, including PSHE, healthy relationships education, online safety, and contextual safeguarding is essential to equip children with the knowledge and skills to stay safe.
- Safeguarding must be embedded through clear systems of communication and ongoing Continuous Professional Development (CPD).

Our role is to:

- **Provide** help and support to meet the needs of children and young people as soon as problems emerge.
- **Protect** children and young people from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our pupil's mental and physical health or development.
- **Ensure** that our pupils grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children and young people to have the best outcomes.

These procedures provide guidance to **all** adults working within the school, whether paid or voluntary, and should be read in conjunction with Keeping Children Safe in Education 2025 (KCSIE 2025) and Working Together to Safeguard Children 2023.

- These procedures are available on our website and are available on request from the school office. We will also inform parents/carers about these procedures when their children join our school.
- These procedures will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- These procedures set out how the Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at our school. Our procedures apply to **all** staff; paid and unpaid, working in the school, including Governors.
- These procedures are provided to **all** staff (including temporary staff, supply staff, and volunteers) at the point of induction, alongside the staff Code of Conduct.

Recording and Reporting

We use an electronic recording system called MyConcern to document safeguarding concerns about our pupils. The Designated Safeguarding Lead (DSL) monitors MyConcern. The recording and storing of information are kept in-line with the [Data Protection Act 2018](#) and General Data Protection.

Positive Behaviour Support

At Fountains High School, we are committed to promoting good behaviour, self-discipline, and respect. Staff work proactively to minimise risk and support our pupils in building and maintaining positive relationships.

We follow the principles of PROACT-SCIPr-UK®, a pupil-centred model of support that aims to reduce the need for physical intervention. This approach emphasises proactive, personalised behaviour strategies tailored to each pupil's needs, characteristics, and preferences.

Our practice is underpinned by the Thrive Approach, Positive Behaviour Support (PBS), and emotion coaching — frameworks that support emotional regulation, relational safety, and positive engagement. Pupil behaviour is recorded on our online management information system, Arbor.

Signing-In Procedure

All individuals entering Fountains High School must sign in and out at reception and wear an identification badge at all times. Visitors are welcomed by a member of staff and provided with a visitor badge and safeguarding information. This includes details of the safeguarding team and clear guidance on how to report any concerns.

For educational or professional visitors, we check photographic ID and, where appropriate, confirm that the individual has undergone the necessary DBS checks. This may include confirmation from their employer that appropriate vetting has been completed.

We recognise the value that external organisations and professionals can bring to our pupils' learning and development. When considering the involvement of external visitors, we assess:

- The educational value of the visit or session.
- The age-appropriateness of the content.
- Whether any additional checks or supervision are required.

These considerations form part of our risk assessment process. Where volunteers or visitors are not engaging in regulated activity, we use professional judgement to determine whether an enhanced DBS check is appropriate. In doing so, we consider:

- What is known about the individual or organisation (including informal feedback from staff, parents, or other settings).
- Whether references or other employment/voluntary roles can be verified.
- Whether the role is eligible for an enhanced DBS check.
- The level of supervision required, ensuring it is “reasonable in all the circumstances to ensure the protection of children” (KCSIE 2025).

We have a clear visitor procedure that enables us to offer enriching experiences for pupils while maintaining a safe environment. This procedure outlines whether visitors are supervised or unsupervised during their time in school.

Our Pupils, Our Families, and Our Community

Fountains High School supports children and young people aged 11–19 across both our main school site and our Post-16 provision, based at Burton and South Derbyshire College. All pupils have an Education, Health, and Care Plan (EHCP), and the school community includes a wide range of individual needs and strengths.

We are a child-centred school where pupils are supported to build and maintain positive relationships and are encouraged to communicate their views in ways that work for them. We make every effort to listen to and capture the voice of our pupils to gain a clear understanding of their daily lived experiences. Pupils are always assured that staff are there to help them feel supported and safe.

We are committed to building strong, trusting relationships with families and carers, recognising that they are key partners in safeguarding and wellbeing. Our approach is guided by our school values of **kindness, wisdom, bravery, and respect**, which we teach, model, and reinforce in every interaction. These values underpin our shared expectations and help foster a culture of respect, trust, and belonging across the school.

Our school community reflects a broad catchment area, with many pupils transported into school via local authority arrangements. We are mindful of the impact of socio-economic disadvantage on safeguarding and wellbeing, and we work proactively to reduce barriers to learning and engagement. We strive to ensure that every pupil feels safe, valued, and included, and that their individual needs are recognised and supported.

We understand that some pupils will be more vulnerable, both online and offline, due to their individual needs and/or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance, or multi-agency protection that these pupils need to be able to achieve and thrive.

We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a child who:

- Is disabled.
- Has special educational needs (whether or not they have a statutory Education, Health, and Care (EHC) plan).
- Is a young carer.
- Is bereaved.
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime.
- Is frequently missing/goes missing from education, care, or home.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited.

- Is viewing problematic and/or inappropriate online content (for example, linked to violence) or developing inappropriate relationships online.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, and domestic abuse.
- Is misusing drugs or alcohol.
- Is suffering from mental ill health.
- Has returned home to their family from care.
- Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage.
- Is a privately fostered child.
- Has a parent or carer in custody or is affected by parental offending.
- Is missing education, persistently absent from school, or not in receipt of full-time education.
- Has experienced multiple suspensions and is at risk of, or has been, permanently excluded.

RECOGNISING ABUSE AND TAKING ACTION

Our Training and Support

All staff are trained in recognising and responding to signs of abuse, with training bespoke to their specific roles and responsibilities.

The DSL manages an annual safeguarding training and development calendar, ensuring that all staff receive regular updates, guidance, and training throughout the year. This approach ensures staff are confident and competent to meet the needs of our pupils. Training is comprehensive and planned in line with statutory requirements and the specific needs of our pupils.

Safeguarding Training/Awareness	DSL/DDSL	School staff in regulated activity	Staff in non-regulated activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE Updates	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		
FGM	✓	✓		
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

We have a dedicated team of staff trained to lead on safeguarding at our school. Either the DSL or a DDSL will always be available on-site during school hours.

If staff have concerns about a pupil, or about the conduct of a member of staff (whether in or outside school), the must seek advice from the DSL or Deputy Designated Safeguarding Lead (DDSL).

For more information about the roles and responsibilities of the DSL and DDSL, refer to Part 1 of the Esteem Safeguarding Policy.

Our Safeguarding Team	Names	Contact Details
DSL	Holly Lakin	safeguarding@fountains-high.staffs.sch.uk OR Contact via the school office: 01283 247580
DDSLs	Gareth Allen (Executive Headteacher) Bev Rowley (Head of School) Abigail Carr (Deputy Headteacher) Shafeen Akhtar (Post-16 Lead) Caroline Ruscoe (Assistant Headteacher) Wendy Skelton (Assistant Headteacher)	Contact via the school office: 01283 247580
Link Governor	David Symons	dsymons@fountains.staffs.sch.uk OR Contact via the school office: 01283 247580
Link Trustee	Dawn Butler	Contact via the school office: 01283 247580

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
HR Link	Toby Wing	twing@esteemmat.co.uk
FASST Senior Practitioner (Early Help)	Timara Soar-Hamilton	tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Headteacher)	David Symons	dsymons@fountains.staffs.sch.uk
Local Safeguarding Advice Line	Staffordshire Families Integrated Front Door (SFIFD)	0300 111 8007
	Derbyshire Advice Line for Professionals	01629 535353

Our school and Esteem Multi Academy Trust recognise that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSLs) have access to regular safeguarding supervision and the Esteem DSL Network.

All staff can access support via Westfield Health.

Pupils with Special Educational Needs, Disabilities, or Health Issues

We recognise that our pupils with Special Educational Needs (SEN), disabilities, or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation, and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the pupil's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities, or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating harmful behaviours without understanding the consequences.

We offer robust pastoral and communication support to our pupils. The DSL liaises closely with the school's SENCo to respond to concerns, where appropriate.

Pupils with a Social Worker

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

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

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

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

Communicating and Working with Parents and Carers

We are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children. We acknowledge the four principles that as professionals we should follow when working with parents/carers:

- Effective partnership and the importance of building strong, positive, trusting, and co-operative relationships.
- Respectful, non-blaming, clear, and inclusive verbal and non-verbal communication that is adapted to the needs of parents/carers.
- Empowering parents/carers to participate in decision making by equipping them with information, keeping them updated, and directing them to further resources.
- Involving parents/carers in the design of processes and services that affect them.

Where appropriate, we will discuss any concerns about a pupil with their parents/carers. The DSL will normally do this in the event of concern or disclosure. Other staff will only talk to parents/carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents/carers would increase the risk to the pupil, we will discuss this with the local authority Children's Social Care team before doing so.

In the case of allegations of abuse made against other pupils, we will normally notify the parents/carers of all the pupils involved. We will think carefully about what information we provide about the other pupil involved, and when. We will work with the police and/or local authority Children's Social Care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis), will:

- Meet with the victim's parents/carers, with the victim, to discuss what is being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents/carers to discuss support for them, and what is being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST or the local Early Help service will only be completed with consent. Parents/carers do have the right to withdraw their consent at any point.

RECORDING AND REPORTING

For Staff

We will hold records in line with our Esteem Records Retention Policy.

All safeguarding concerns, discussions, decisions made, and the reasons for those decisions, will be recorded on MyConcern, including where referrals were or were not made to another agency such as local authority Children's Social Care or the Prevent programme, etc. If staff are in any doubt about where to record something, they will discuss it with the DSL/DDSL.

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.

Photographs of children/injuries will not be taken by Esteem staff, except in exceptional circumstances, and following a discussion with a member of the Esteem Education Team.

Concerns, referrals, and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in MyConcern. This confidential information and will be held securely on MyConcern and only available to those who have a right or professional need to see them. Any non-confidential records will be readily accessible and available.

Safeguarding records relating to individual pupils will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file. To allow the new school/college to have support in place when the child arrives, this should be within:

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

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

We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with [Working Together to Safeguard Children 2023](#) and [Information sharing advice for safeguarding practitioners](#).

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold, and use information for these purposes.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority Children's Social Care.

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.

Please refer to the EMAT Retention Policy September 2023.

For Our Pupils

Where there is a safeguarding concern, staff will take the pupil's wishes and feelings into account when reporting. The DSL will also consider the pupil's wishes and feelings when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. To achieve this, we:

- **Have clear systems in place for pupils to confidently report abuse**, fostering a safe environment that encourages openness. Pupils are supported in building and maintaining positive relationships with staff and know that staff members are there to listen and help them feel safe.
- **Ensure our reporting systems are well-promoted, easily understood, and accessible**. We use child-friendly signage around the school and have developed a safeguarding policy in collaboration with pupils. Pupils are regularly reminded of these systems through the PSHE/RSE curriculum.
- **Make it clear to pupils that their concerns will be taken seriously**, and that they can safely express their views and give feedback. We provide reassurance after a report is made and, where appropriate, share information with pupils about the steps taken to keep them safe.

OUR SAFEGUARDING PROCEDURES

If a Pupil is Suffering or Likely to Suffer Harm or Is in Immediate Danger

We will make a referral to Children's Social Care and/or the police immediately if we believe a child is suffering or likely to suffer from harm or is in immediate danger. If the pupil is an adult, we will make a referral to Adult Social Care and/or the police as appropriate. **Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.** If another member of staff has made a referral directly, they will inform the DSL or DDSL immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to social care as determined by our local [Safeguarding Partnership](#) or the board/partnership of the local authority where the pupil lives.

If a Pupil Makes a Disclosure to a Member of Staff

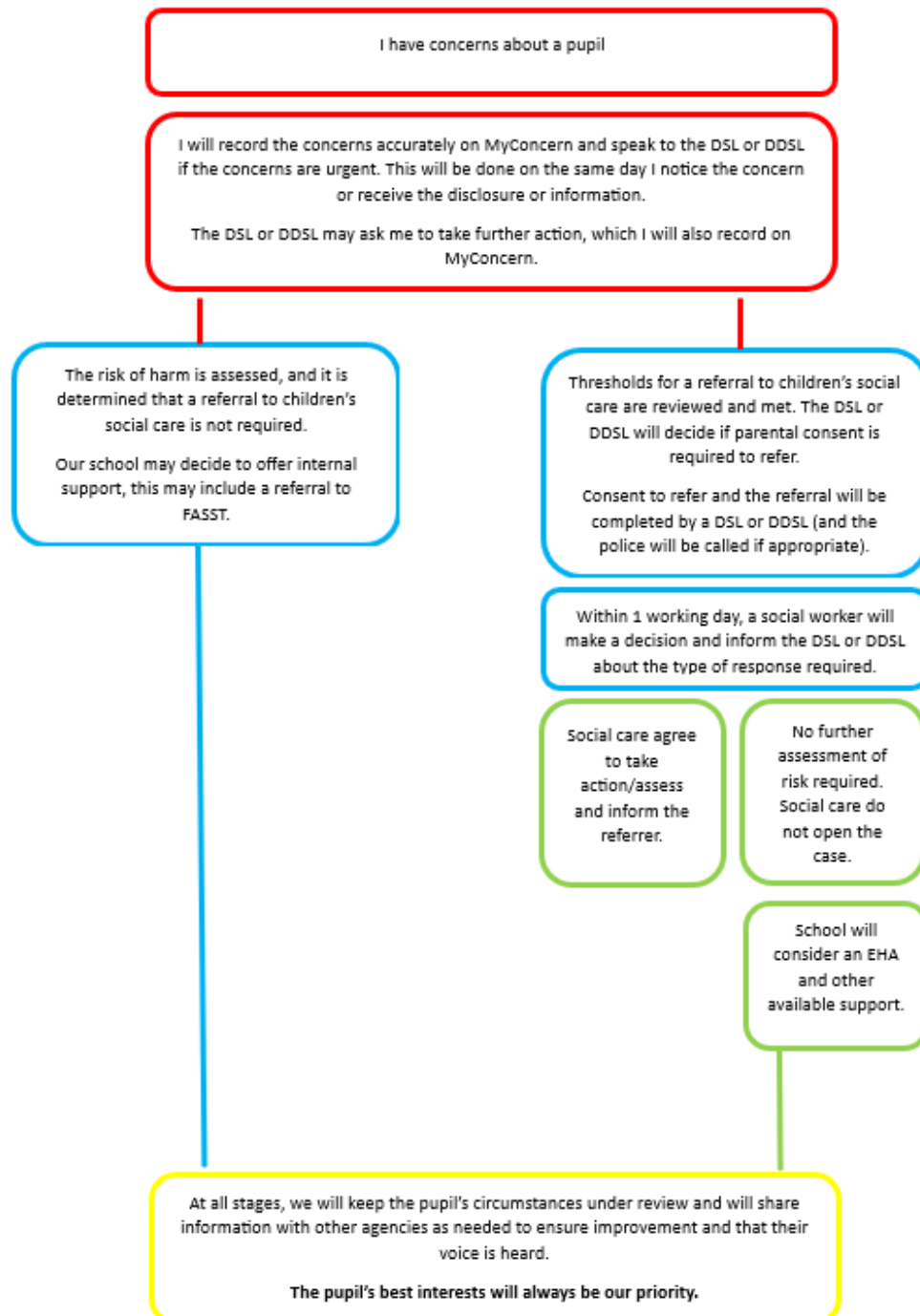
If a pupil discloses a safeguarding issue to a member of staff, they will:

- Listen to and believe them. Staff will allow the pupil time to talk freely and will not ask leading questions.
- Stay calm and will not show that they are shocked or upset.
- Tell the pupil they have done the right thing in telling them. Staff will not tell the pupil they should have disclosed sooner.
- Explain what will happen next and that the information will need to be passed on. Staff will not promise to keep it a secret.
- Write up the conversation on MyConcern as soon as possible on the day the information was received, using the child's own words. Staff will stick to the facts, avoid personal judgement, ensure language is professional and cannot be misconstrued, and record information as if it will be shared with external partners and parents/carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, they will make a referral to Children's Social Care and/or the police directly and inform the DSL as soon as possible. Aside from these people, staff will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- Staff understand that some pupils 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.
 - Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained in their preferred method of communication.
 - Communicate through their behaviour or require staff to recognise changes in their presentation, concentration, and motivation.

None of these factors should prevent staff from maintaining professional curiosity and speaking to the DSL if they have concerns about a pupil.

If Staff Have Concerns About a Child (as Opposed to Believing a Child Is Suffering or Likely to Suffer from Harm, or That They Are in Immediate Danger)

Flowchart for staff:



Staff must record their concerns on MyConcern and speak to the DSL or DDSL to agree a course of action. Staff may be required to take low-level actions and record these on the MyConcern system.

If, in exceptional circumstances, the DSL or DDSL is not available, this will not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or seek advice from the Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and/or local authority Children's Social Care. Staff can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If staff take any actions directly, including making a referral to local authority Children's Social Care, they should always seek advice from Esteem MAT and share details with the DSL as soon as practically possible. If a referral is made directly, staff must record the details on MyConcern immediately. Any online or paper-based referral must be uploaded as a file on MyConcern.

Referral

If it is appropriate to refer the case to local authority Children's Social Care or the police, the DSL will usually make the referral or will support staff to do so. The DSL will refer to the local safeguarding partnership/board threshold document and will evidence their concerns using the descriptors published.

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

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

Staffordshire Safeguarding Children Partnership expects staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work.

This process will be kept as simple as possible, and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [SSCP Escalation Policy](#)

ESTEEM FASST AND EARLY HELP ASSESSMENT (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time. Further information and referral forms can be found at www.fasst-esteem.co.uk

If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead 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.

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

The DSL will keep the case under constant review, and the school will consider a referral to local authority Children's Social Care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

SPECIFIC SAFEGUARDING CONCERNS

Staff are trained to recognise signs of concern and to exercise professional curiosity. They are supported to discuss their observations and concerns with a DSL or DDSL. Staff are encouraged to have the confidence to challenge and to think the unthinkable, maintaining a professional attitude of *"it could happen here"* where safeguarding is concerned.

The indicators of abuse and the actions we may consider are not exhaustive but are points for reflection and consideration. We are skilled at identifying signs of abuse. We notice changes in behaviour, presentation, motivation, and communication and we understand what actions are required to promote a pupil's wellbeing and to keep them safe.

A PUPIL WHOSE BEHAVIOUR TOWARDS OTHER PUPILS CAUSES A SAFEGUARDING CONCERN OR WHERE WE HAVE RECEIVED AN ALLEGATION OF CHILD-ON-CHILD ABUSE (PEER-ON-PEER WHERE THE YOUNG PEOPLE ARE 18+)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child-on-child abuse can happen here.

We recognise that some groups of children are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and Lesbian, Gay, Bisexual, and Transgender (LGBT) children are at greater risk of child-on-child abuse. 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 or concerns that raise safeguarding concerns of harm or risk.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.

- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face-to-face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

MANAGING ALLEGATIONS OF CHILD-ON-CHILD ABUSE (AND PEER-ON-PEER ABUSE WHERE THE YOUNG PEOPLE ARE 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

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

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

When recording and reporting an allegation of abuse against another pupil staff will:

- Record the allegation and inform the DSL immediately but will not investigate it.

The DSL will:

- Where appropriate, 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.

- 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. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the Child and Adolescent Mental Health Service (CAMHS) or other appropriate service, if necessary.
- Consider instances of harmful or problematic sexual behaviour using the Hackett Tool and Staffordshire HSB/PSB flowchart for all agencies.

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

Lucy Faithfull Foundation's '[Shore Space](#)' offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

We will create a supportive environment at Fountains High School to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic, or inappropriate behaviour, and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes, and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.
- 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 are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s), and any witnesses are not bullied or harassed.
- Considering intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of *"it could happen here"*.

- That if they have any concerns about a child's welfare, they should act on them immediately rather than waiting to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child's behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity, and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s), and friends from either side.

A PUPIL WHO HAS RAISED CONCERNS AROUND SHARING OF NUDES AND SEMI-NUDES ('SEXTING')

We recognise that the sharing of nudes and semi-nudes (also known as 'sexting' or 'youth produced sexual imagery') can pose serious risks to a pupil's emotional wellbeing, safety, and development. These incidents may involve coercion, peer pressure, exploitation, or a lack of understanding around consent and boundaries. Staff are well placed to notice changes in behaviour or social dynamics that may indicate a pupil is involved or is affected by the sharing of sexual images or videos.

Indicators of risk may include:

- Changes to usual behaviour.
- Changes in friendship groups or avoidance of school or social situations.
- Increased secrecy around their phone or online activity, including deleting messages or using apps with disappearing content.
- Signs of distress after using their phone or being online.
- Low self-esteem, especially if an image has been shared without their consent.
- Bullying or isolation from peers, especially if an image has circulated within their social group.
- Rumours or conversations among peers about images or videos being shared.
- Use of slang terms like "nudes", "pics", or "dick pics" in conversations.
- Receiving or sending messages that are sexual in nature or suggestive.

Staff will report to the DSL immediately if they are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video also known as 'sexting' or 'youth produced sexual imagery').

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/Children's Social Care.

Staff will explain to the pupil that they need to report the incident and reassure them that they will receive support and help from the DSL.

Staff will **not**:

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

Staff will record information accurately on MyConcern and the DSL/DDSL will review the information.

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

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or Children's Social Care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting, or individual.
- Whether to contact parents/carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or Children's Social Care if:

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or Children's Social Care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or Children's Social Care, the DSL will conduct a further review to establish the facts and assess the risks.

They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school).

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done by dialling 101 or 999 in an emergency.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on MyConcern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHE/RSE and online safety curriculum. Teaching follows best practice in delivering safe and effective education

A PUPIL WHO IS MISSING FROM EDUCATION OR IS ABSENT FROM EDUCATION

We understand that pupils who go missing from education could be at increased vulnerability to abuse, exploitation, and neglect. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

Indicators of risk may include:

- Patterns of unauthorised absence, particularly in regard to:
 - Pupils from a Gypsy, Roma, or Traveller family.
 - Pupils of service personnel.
 - Pupils who arrive from new migrant families.
 - Pupils who are supervised by the youth justice system.
 - Pupils in care or who have run away from home.
 - Pupils with a social worker or known to social care.
- Patterns of disengagement from parents/carers.
- Any warning signs that a child may be travelling to conflict zones, be at risk of FGM, or forced marriage.
- Any signs that a child may be suffering from harm or neglect, or these risks have been identified.

Actions we will consider are:

- We will follow our procedures for unexplained absence and for supporting children who are absent from education.

- We will notify the local authority of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. We will also notify the local authority of any pupil who is to be deleted from the admission register because s/he:
 - Has been taken out of school by their parents and is being educated outside the school system (e.g., elective home education).
 - Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country, or moved abroad but failed to notify the school of the change).
 - Displaced because of a crisis e.g., domestic violence or homelessness.
 - Has been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period.
 - Has been permanently excluded.

We will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered [‘missing’](#).

We hold at least 2 emergency contact numbers for each pupil. If a pupil goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the police to report them missing. This will ensure that the police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

A PUPIL WHO IS PERSISTENTLY ABSENT FROM EDUCATION, INCLUDING PERSISTENT ABSENCES FOR PART OF THE SCHOOL DAY

The statutory guidance [Working Together to Improve School Attendance](#) sets out how we work with local authority children's services where school absence indicates safeguarding concerns.

Pupils being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues. It is important that our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority Children's Social Care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Indicators of risk may include:

- Frequent unexplained absences, especially patterns such as missing the same lessons or times of day.
- Regular late arrivals or leaving school early without valid reasons.
- Signs of emotional distress, such as anxiety, tearfulness, or agitation when discussing school.
- Low mood, withdrawal, or disengagement, possibly linked to mental health difficulties.
- Family or home-related issues, such as domestic abuse, neglect, or caring responsibilities.
- Increased secrecy or reluctance to share reasons for absence.

- Peer group concerns, such as bullying or social exclusion.
- Previous safeguarding concerns, including having a social worker.

Actions we will consider are:

- We will follow the procedures outlined in our attendance policy for pupils who are persistently absent from education.
- If a safeguarding concern is identified, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will consider whether the pupil's absence may be linked to mental health needs, including Emotionally Based School Avoidance (EBSA), and ensure appropriate support is offered.

A PUPIL WHO MAY BE A YOUNG CARER

We recognise that pupils who take on caring responsibilities at home may face additional challenges that impact their education, wellbeing, and safety. We are committed to identifying and supporting Young Carers through a sensitive and supportive approach.

Indicators of risk may include:

- Frequent or unexplained absences, including lateness or leaving early.
- Tiredness, poor concentration, or falling behind academically.
- Disclosure of caring responsibilities at home (e.g., supporting a parent, sibling, or relative).
- Limited engagement in school life or reluctance to participate in extracurricular activities.
- Emotional distress, anxiety, or low mood linked to home responsibilities.
- Poor self-care or appearance, possibly due to lack of time or support.
- Social isolation or difficulty forming peer relationships.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be a Young Carer and there is a safeguarding concern, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will consider whether the pupil's attendance, wellbeing, or behaviour may be impacted by their caring responsibilities, and offer appropriate support.
- We will liaise with parents/carers and external agencies where appropriate, and explore support available through local services, Young Carers organisations and third sector providers.

A PUPIL WHO MAY BE AT RISK OF BEING DRAWN IN TO ANTI-SOCIAL OR CRIMINAL BEHAVIOUR, INCLUDING GANG INVOLVEMENT AND ASSOCIATION WITH ORGANISED CRIME GROUPS OR COUNTY LINES

Child Criminal Exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts, money, or new possessions.
- Associating with other young people known to be involved in exploitation.
- Sudden changes in emotional wellbeing, including anxiety, aggression, or withdrawal.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly returning home late.
- Frequently missing school or disengaging from education.
- Refusing to take part in lessons or school activities.

Actions we will consider are:

- If a safeguarding concern is identified, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will make referrals to external safeguarding agencies, including Children's Social Care and the police, where necessary.
- We will liaise with relevant professionals and external services such as youth offending teams or exploitation hubs.
- We will consider contextual safeguarding approaches, recognising that risk may be linked to peer groups, locations, or online environments.
- We will ensure the pupil receives appropriate support, which may include emotional wellbeing support, mentoring, or targeted interventions.
- The DSL will use the Staffordshire [Child Exploitation Risk Screening Tool](#) at the earliest opportunity to understand the risk factors in a child's life.

A PUPIL WHO MAY BE AT RISK OF SERIOUS VIOLENCE

We recognise that some pupils may be at increased risk of serious violence due to a range of personal, social, and contextual factors. Serious violence may include physical assault, knife crime, or involvement in criminal networks. We are committed to identifying pupils at risk and responding through early intervention, multi-agency collaboration, and appropriate support.

Indicators of risk may include:

- Increased absence from school.
- Changes in friendships or relationships with older individuals or groups.
- Significant decline in academic performance.
- Signs of self-harm or a marked change in emotional wellbeing.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions (this may indicate involvement with individuals associated with criminal networks or gangs and may overlap with criminal exploitation – see above).

We understand that the following factors may increase the likelihood of involvement in serious violence:

- Being male.
- Frequent absence or permanent exclusion from school.
- Experience of child maltreatment.
- Previous involvement in offending, such as theft or robbery.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be at risk of criminal exploitation, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will make referrals to external safeguarding agencies, including Children's Social Care and the police, where necessary.
- We will liaise with relevant professionals and external services such as youth offending teams, harm reduction hubs, or targeted support programmes.
- We will consider contextual safeguarding approaches, recognising that risk may be linked to peer groups, locations, or online environments.
- We will ensure the pupil receives appropriate support, which may include emotional wellbeing support, mentoring, or targeted interventions.

A PUPIL WHO MAY BE AT RISK OF CSE

Child Sexual Exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse, including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge - for example, through others sharing videos or images of them on social media. Some children may not realise they are being exploited; for example, they may believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money, or new possessions.
- Associating with other children involved in exploitation.
- Changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing from home or care for periods of time or regularly coming home late.
- Regularly missing school or disengaging from education.
- Have older boyfriends or girlfriends.
- Suffering from sexually transmitted infections, displaying sexual behaviours beyond expected development, or becoming pregnant.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be at risk of CSE, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will make referrals to external safeguarding agencies, including Children's Social Care and the police, where necessary.
- We will liaise with relevant professionals and external services such as sexual health clinics, exploitation hubs, or specialist CSE support services.
- We will consider contextual safeguarding approaches, recognising that risk may be linked to peer groups, locations, or online environments.
- We will ensure the pupil receives appropriate support, which may include emotional wellbeing support, mentoring, or therapeutic interventions.

A PUPIL WHO MAY BE SUSCEPTIBLE TO RADICALISATION INTO TERRORISM

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. We understand the national threat picture and the local risks that may impact on our pupils, their families, and our school.

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

Extremism is the promotion or advancement of an ideology based on violence, hatred, or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points.

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.

Radicalisation can occur quickly or over an extended period.

Indicators of risk may 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.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be at risk of radicalisation or extremism, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will consider the level of risk and decide which agency to make a referral to. This could include the police, [Channel](#) (the government’s programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism) or the local authority Children’s Social Care team.
- We will contact the Department for Education’s dedicated helpline (020 7340 7264 or counter.extremism@education.gov.uk) if we need advice. This is not for use in emergency situations.
- In an emergency, we will call 999 or the confidential anti-terrorist hotline on 0800 789 321 if:
 - We think someone is in immediate danger.
 - We think someone may be planning to travel to join an extremist group.
 - We see or hear something that may be terrorist related.

Prevent Duty

The school governors, the Headteacher, and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school’s RE/PSHE curriculum, SEND policy, assemblies, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy, and other issues specific to the school’s profile, community, and philosophy.

All schools are subject to have “due regard to the need to prevent people being drawn into terrorism”. This is known as The Prevent Duty and is part of our wider safeguarding obligations.

DSLs and other senior leaders familiarise themselves with the revised Prevent Duty guidance: for England and Wales. We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent Lead who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement with terrorism: this will normally be the DSL.

Our school monitors online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done using specialist online monitoring software, which in our school is called Classroom Cloud.

A PUPIL WHO HAS A FAMILY MEMBER IN PRISON, OR IS AFFECTED BY PARENTAL OFFENDING

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health.

Indicators of risk may include:

- Anger and confusion.
- Fears for the family member in prison, especially if the prison is a long way from home.
- Lack of support networks.
- Changes to usual behaviour.
- Significant trauma if the pupil witnessed the arrest or criminal activity that led to it.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be affected by parental imprisonment or offending, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, and where appropriate, youth offending teams and other relevant professionals.
- We will consider the impact of parental imprisonment or offending on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support and signpost to specialist services such as prison support charities, mentoring schemes, or counselling.
- We will take a contextual safeguarding approach, recognising risk that may be linked to family dynamics, peer groups, or community influences.

A PUPIL WHOSE FAMILY CIRCUMSTANCE MAY PRESENTING CHALLENGES: THIS COULD BE CONCERNS AROUND...

PARENTAL DRUG AND ALCOHOL MISUSE

Parental substance misuse can have a significant impact on a child's safety, wellbeing, and development. It may affect the parent's ability to meet the child's physical and emotional needs, and can increase the risk of neglect, exposure to harm, and emotional trauma.

Indicators of risk may include:

- Anger and confusion.
- Anxiety or emotional distress.
- Changes to usual behaviour or presentation.
- Poor attendance or lateness.
- Tiredness or difficulty concentrating.
- Taking on inappropriate caring responsibilities.
- Fear of stigma or reluctance to talk about home life.
- Witnessing substance misuse or related criminal activity.

- Lack of support networks or trusted adults.
- Signs of neglect or unmet basic needs.
- Age-inappropriate knowledge of substances or talking about them as a normal part of life.
- Having access to drugs and/or alcohol.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be affected by parental drug or alcohol misuse, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, early help services, and other relevant professionals where appropriate.
- We will consider the impact of parental substance misuse on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support and signpost to specialist services such as drug and alcohol support agencies, counselling, or young carers services.
- We will take a contextual safeguarding approach, recognising that risk may be linked to family dynamics, peer groups, or community influences.

ADULT MENTAL HEALTH ISSUES

Parental or carer mental health difficulties can affect a child's emotional wellbeing, sense of safety, and ability to thrive. The impact may vary depending on the nature, severity, and stability of the adult's mental health condition, and the support available to the family.

Indicators of risk may include:

- Pupil appearing tired.
- Pupil expressing worries about what is happening at home.
- Signs of neglect.
- Pupils having poor emotional responses to stressful situations.
- Pupils showing signs of their own poor mental health.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be affected by adult mental health issues, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, early help services, and other relevant professionals where appropriate.
- We will consider the impact of adult mental health on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support and signpost to specialist services such as young carers support, counselling, or mental health charities.
- We will consider the use of local services or third-sector providers who offer support to adults experiencing mental ill-health.
- We will take a contextual safeguarding approach, recognising that risk may be linked to family dynamics, peer groups, or community influences.

DOMESTIC ABUSE - WE UNDERSTAND THAT CHILDREN ARE ALSO VICTIMS OF DOMESTIC ABUSE

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children. Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children), and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological, or emotional. It can also include ill treatment that is not physical, as well as witnessing the 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.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality, or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Indicators of risk may include:

- Domestic abuse notifications into the DSL inbox.
- Pupil appearing withdrawn, anxious, or hypervigilant.
- Pupil expressing fear, confusion, or distress about home life.
- Sudden changes in behaviour, attendance, or emotional regulation.
- Signs of neglect or unmet physical/emotional needs.
- Pupil showing signs of trauma, including poor sleep, concentration, or emotional responses.
- Pupil disclosing concerns about their own relationships (teenage relationship abuse).

Actions we will consider are:

- If a member of staff is concerned that a pupil may be affected by domestic abuse, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will ensure the pupil is offered timely, attuned support from a trusted adult, particularly following a notification via Operation Encompass.
- We will **not contact parents/carers** following a domestic abuse notification unless there is a clear safeguarding reason to do so.
- We will consider the impact of domestic abuse on the child's emotional wellbeing, relationships, and sense of safety.
- We will liaise with Children's Social Care, early help services, and domestic abuse support services where appropriate.
- We will offer pastoral support, including access to safe spaces, regulation strategies, and Thrive-informed relational support.
- We will take a contextual safeguarding approach, recognising that risk may be linked to family dynamics, peer relationships, or community influences.

- We will consider the needs of older pupils who may be experiencing or perpetrating abuse in their own relationships, including sexual harassment, and respond appropriately.
- We will signpost to specialist services such as Refuge, NSPCC, and local domestic abuse charities.

Operation Encompass

Our DSL/DDSLs have completed the National Operation Encompass training and therefore we are an Operation Encompass setting. This enables police and education settings to work together to provide emotional and practical help to children. It ensures that we have up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

If you require further information in relation to Operation Encompass, please use this link: [Operation Encompass](#)

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk may include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- The family being asked to leave a property.
- Pupil expressing worries about housing or instability at home.
- Pupil appearing anxious, withdrawn, or preoccupied.
- Sudden changes in attendance, hygiene, or emotional presentation.

Actions we will consider are:

- If a member of staff is concerned a pupil is homeless or at risk of becoming homeless, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, local housing authorities, and other relevant professionals where appropriate.
- We will consider the impact of housing instability on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support and signpost to specialist services such as housing support, counselling, or charities working with families at risk of homelessness.
- We will take a contextual safeguarding approach, recognising that risk may be linked to poverty, domestic abuse, or family breakdown.
- We also recognise that in some cases 16/17 year olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's Services will be the lead agency for these young people, and the DLS will ensure that appropriate referrals are made based on the child's circumstances.

A PUPIL WHO MAY BE EXPERIENCING MENTAL ILL HEALTH

All staff have an important role to play in supporting the mental health and wellbeing of our pupils. We recognise that mental health difficulties can affect a pupil's emotional wellbeing, relationships, learning, and sense of safety. In some cases, mental ill health may be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect, or exploration.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. However, education staff are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse, neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), this can have a lasting impact throughout childhood, adolescence, and into adulthood. It is key that staff are aware of how these experiences can affect a child's mental health, behaviour, and education.

Indicators of risk may include:

- Feeling anxious, worried, or depressed.
- Emotional outbursts or noticeable changes in behaviour.
- Sleep problems or fatigue.
- Withdrawing from or avoiding social interactions.
- Self-harm or talking about self-harm.
- Talking about death or suicide.
- Changes in eating habits.
- Poor concentration or engagement in learning.
- Sudden changes in attendance, hygiene, or appearance.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be experiencing mental ill health, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, mental health services, and other relevant professionals where appropriate.
- We will consider the impact of mental ill health on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support, including access to safe spaces, regulation strategies, and Thrive-informed relational support.
- We will signpost to specialist services such as CAMHS, the Mental Health Support Team, or other relevant mental health charities.
- We will take a contextual safeguarding approach, recognising that mental health difficulties may be linked to wider experiences such as trauma, bullying, SEND, or family stressors.

A PUPIL WHO IS MISUSING ALCOHOL AND OTHER DRUGS THEMSELVES

We recognise that substance misuse can pose serious risks to a pupil's physical and emotional wellbeing, safety, and development. Misuse may be linked to wider safeguarding concerns including exploitation, peer pressure, trauma, or family difficulties. Staff are well placed to notice changes in behaviour that may indicate a pupil is misusing alcohol or other substances.

Indicators of risk may include:

- Smelling of alcohol or substances.
- Sudden changes in behaviour, mood, or energy levels.
- Physical symptoms such as bloodshot eyes, poor hygiene, or unexplained injuries.
- Risk-taking behaviour or poor decision-making.
- Withdrawal from usual activities or relationships.
- Decline in attendance, punctuality, or academic engagement.
- Disclosures about substance use or peer pressure.
- Possession of substances or paraphernalia.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be misusing alcohol or other drugs, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, health services, and other relevant professionals where appropriate.
- We will consider the impact of substance misuse on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support, including access to safe spaces, regulation strategies, and Thrive-informed relational support.
- We will signpost to specialist services such as drug and alcohol support charities, school nursing, or youth substance misuse teams.
- We will take a contextual safeguarding approach, recognising that substance misuse may be linked to wider vulnerabilities such as exploitation, peer dynamics, or family stressors.

A PUPIL WHO IS LOOKED AFTER, PREVIOUSLY LOOKED AFTER, OR HAS RETURNED HOME TO THEIR FAMILY FROM CARE

We recognise that children who are Looked After, Previously Looked After, or has returned home from care may have experienced trauma, loss, or instability. These experiences can affect their emotional wellbeing, relationships, learning, and sense of safety. We are committed to providing attuned, consistent support that promotes trust, regulation, and belonging.

Indicators of risk may include:

- Difficulty forming trusting relationships with adults or peers.
- Emotional dysregulation or sudden changes in behaviour.
- Withdrawal, anxiety, or hypervigilance.
- Poor attendance or frequent changes in placement.
- Disclosures about past or current trauma, neglect, or instability.
- Signs of unmet emotional or developmental needs.

- Struggles with identity, self-esteem, or feeling safe.

Actions we will consider are:

- If a member of staff is concerned about a pupil who is Looked After, Previously Looked After, or has returned home from care, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will sensitively explore any concerns with the pupil, considering their age, understanding, and communication needs.
- We will liaise with Children's Social Care, the Virtual School, and other relevant professionals where appropriate.
- We will consider the impact of care experience on the pupil's emotional wellbeing, relationships, and sense of safety.
- We will offer pastoral support, including access to safe spaces, regulation strategies, and Thrive-informed relational support.
- We will ensure that Personal Education Plans (PEPs) and support plans are in place and reviewed regularly.
- We will take a contextual safeguarding approach, recognising that risk may be linked to placement changes, family dynamics, or previous trauma.

The Designated Teacher

The Governing Body have appointed a [Designated Teacher](#) (DT) who works with the local authority to promote the educational achievement of registered pupils in our setting who are looked after. Our Designated Teacher works across the school to promote and improve educational outcomes for children in care using evidence-based interventions.

The Designated Teacher works closely with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus funding, to ensure that they meet the needs identified in the child's PEP. They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children.

The Designated Teacher has the details of the local authority Personal Advisor (PA) who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

We are aware of the additional duties of the Virtual School Headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

[Virtual Headteacher Role - Children with a Social Worker](#)

A PUPIL WHO IS IN A PRIVATE FOSTERING ARRANGEMENT

We recognise that children in private fostering arrangements may be vulnerable and require additional safeguarding oversight. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle or aunt (whether full blood or half-blood by marriage or civil partnership) or a step-parent.

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

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

Indicators of risk may include:

- A pupil living with someone who is not their parent or close relative.
- Lack of clarity around who has parental responsibility.
- Limited contact with birth parents or carers.
- Pupil expressing confusion or concern about their living arrangements.
- Signs of unmet emotional or physical needs.
- Poor attendance or engagement linked to instability at home.

Actions we will consider are:

We will notify the DSL/DDSL when we become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Children's Social Care of a private fostering arrangement, who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

A PUPIL WHO IS LESBIAN, GAY, BI, OR GENDER QUESTIONING

The fact that a child or a young person may be lesbian, gay, bi, or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

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

Indicators of risk may include:

- Experiencing or witnessing bullying, exclusion, or discriminatory behaviour.
- Withdrawal from usual activities or relationships.
- Signs of emotional distress, anxiety, or low mood.
- Disclosures about identity-related stress or confusion.
- Lack of trusted adults or safe spaces to talk.

Actions we will consider are:

- When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.
- When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or ADHD.
- We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.
- Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.
- We will ensure that LGBT inclusion is part of the statutory curriculum.
- We signpost to the Department for Education's non-statutory guidance on gender questioning children, published in December 2023. This guidance outlines a cautious, safeguarding-first approach and should be considered when supporting pupils who are gender questioning. [DfE Gender Questioning Children – Non-Statutory Guidance \(PDF\)](#)

A PUPIL WHO MAY BE AT RISK ONLINE, INCLUDING THE USE OF MOBILE TECHNOLOGY, OR A PUPIL WHO IS PUTTING OTHERS AT RISK ONLINE

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

To address this, we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers, and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in, and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content, 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, such as peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing, and/or financial scams.

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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet, and technology, including Artificial Intelligence.
 - Keeping personal information private.
 - How to recognise unacceptable behaviour online.
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them, and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
- Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present.
- Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems, and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils, and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. This is then assessed [using plan technology for your school service](#), to self-assess against the filtering and monitoring standards.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy, which you can find on our website.

A PUPIL WHO MAY BE AT RISK OF HONOUR-BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include:

- Significant personality changes such as appearing anxious, withdrawn or suicidal.
- Unexplained absences from school, especially lengthy ones.
- Physical changes such as weight loss, unexplained marks or bruises.
- Other warning signs which may be indicators of FGM, sexual abuse, or forced marriage.
- Fear about school holidays.
- Family disputes.
- Significant decline in educational performance.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be at risk of, or has experienced, honour-based abuse, we will follow our safeguarding procedures as outlined earlier in this policy.
- We will speak to the pupil in a secure and private space, recognising the importance of the 'one chance rule'.
- We will liaise with Children's Social Care and other relevant safeguarding partners where appropriate.
- We will take a contextual safeguarding approach, recognising that HBA may involve complex family and community dynamics.

A PUPIL WHO MAY BE AT RISK OF FGM OR WE HAVE DISCOVERED THAT FGM HAS TAKEN PLACE

KCSIE explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is also known as "female genital cutting", "circumcision" or "initiation".

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl's community or country of origin.

- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

- If a member of staff is concerned that a pupil may be at risk of FGM or that FGM has been carried out, we will follow out safeguarding procedures as outlined earlier in this policy.
- We will speak to the DSL immediately.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth, must:
 - Report the case to the police personally and immediately – this is a mandatory statutory duty.
 - Discuss the case with the DSL, unless specifically instructed not to disclose.
 - Involve Children’s Social Care as appropriate.
 - Be aware that failure to report is a breach of statutory duty and may result in disciplinary sanctions.

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

CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER, OR CONTRACTOR

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy.

COMPLAINTS

Please refer to the Esteem Complaints Policy.

WHISTLEBLOWING

Please refer to the Esteem Whistleblowing Policy.

NATIONAL AND LOCAL GUIDANCE/SERVICES AND RESOURCES

SPECIFIC SAFEGUARDING CONCERNS	NATIONAL GUIDANCE/SERVICES/RESOURCES	LOCAL GUIDANCE/SERVICES/RESOURCES
A PUPIL WHOSE BEHAVIOUR TOWARDS OTHER PUPILS CAUSES A SAFEGUARDING CONCERN OR WHERE WE HAVE RECEIVED AN ALLEGATION OF CHILD-ON-CHILD ABUSE (PEER-ON-PEER WHERE THE YOUNG PEOPLE ARE 18+)	Keeping children safe in education - GOV.UK (www.gov.uk) What is online child-on-child abuse? Internet Matters Child on child abuse – Safeguarding Network Hackett Tool CSA Centre Disrespect NoBody campaign CEOP-Safety centre Review of sexual abuse in schools and colleges - GOV.UK Searching, screening and confiscation in schools	
A PUPIL WHO HAS RAISED CONCERNS AROUND SHARING OF NUDES AND SEMI-NUDES ('SEXTING')	Online Safety Resource Centre - London Grid for Learning (lgfl.net) Undressed (lgfl) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) UKCIS Guidance: Sharing Nudes and Semi-Nudes	
A PUPIL WHO IS MISSING FROM EDUCATION OR IS ABSENT FROM EDUCATION	Children missing education - GOV.UK (www.gov.uk) Children who run away or go missing from home or care - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)	Graded Care Profile
A PUPIL WHO IS PERSISTENTLY ABSENT FROM EDUCATION, INCLUDING	Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk) Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)	

PERSISTENT ABSENCES FOR PART OF THE SCHOOL DAY		
A PUPIL WHO MAY BE A YOUNG CARER	Young carers Barnardo's (barnardos.org.uk) Being a young carer: your rights - NHS (www.nhs.uk) Young carers Action For Children	Staffordshire Young Carers
A PUPIL WHO MAY BE AT RISK OF BEING DRAWN IN TO ANTI-SOCIAL OR CRIMINAL BEHAVIOUR, INCLUDING GANG INVOLVEMENT AND ASSOCIATION WITH ORGANISED CRIME GROUPS OR COUNTY LINES	County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk) Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) CSA Centre Criminal Exploitation of Children and Vulnerable Adults; County Lines County Lines toolkit	Child Exploitation - StaffsSCP
A PUPIL WHO MAY BE AT RISK OF SERIOUS VIOLENCE	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Home Office Preventing Youth Violence and Gang Involvement Criminal Exploitation of Children and Vulnerable Adults; County Lines	
A PUPIL WHO MAY BE AT RISK OF CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk)	

	Preventing Child Sexual Exploitation The Children's Society	
A PUPIL WHO MAY BE SUSCEPTIBLE TO RADICALISATION INTO TERRORISM	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net) The Prevent Duty ACT Early Prevent radicalisation	
A PUPIL WHO HAS A FAMILY MEMBER IN PRISON, OR IS AFFECTED BY PARENTAL OFFENDING	NICCO	
PARENTAL DRUG AND ALCOHOL MISUSE	Parental substance misuse NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	https://www.staffstars.org/
ADULT MENTAL HEALTH ISSUES	Parental mental health problems NSPCC Learning Parenting and mental health - Mind Parental mental illness for parents Royal College of Psychiatrists (rcpsych.ac.uk)	
DOMESTIC ABUSE - WE UNDERSTAND THAT CHILDREN ARE ALSO VICTIMS	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)	

OF DOMESTIC ABUSE	Home : Operation Encompass	
HOMELESSNESS	Homelessness (16/17 year olds) - childlawadvice.org.uk Homelessness Barnardo's (barnardos.org.uk) Homelessness and its impact on children - ACAMH	
A PUPIL WHO MAY BE EXPERIENCING MENTAL ILL HEALTH	Mental health and behaviour in schools - GOV.UK (www.gov.uk) Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues NSPCC	Mental Health Lead in School Mental Health Support Team https://thesandbox.mindler.co.uk/
A PUPIL WHO IS MISUSING ALCOHOL AND OTHER DRUGS THEMSELVES	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk) Honest information about drugs FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation	
A PUPIL WHO IS LOOKED AFTER, PREVIOUSLY LOOKED AFTER, OR HAS RETURNED HOME TO THEIR FAMILY FROM CARE	Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) Looked after children NSPCC Learning Looked after children – Safeguarding Network	
A PUPIL WHO IS IN A PRIVATE FOSTERING ARRANGEMENT	Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk	What is Private Fostering? Foster For Staffordshire
A PUPIL WHO IS LESBIAN, GAY, BI, OR GENDER QUESTIONING	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Safeguarding LGBTQ+ children and young people NSPCC Learning Think your child might be trans or non-binary? - NHS (www.nhs.uk)	

A PUPIL WHO MAY BE AT RISK ONLINE, INCLUDING THE USE OF MOBILE TECHNOLOGY, OR A PUPIL WHO IS PUTTING OTHERS AT RISK ONLINE	A guide to the Online Safety Bill - GOV.UK (www.gov.uk) Homepage - UK Safer Internet Centre Online safety - BBC Teach Staying safe online Childline What is Online Safety? SWGfL CEOP Safety Centre	
A PUPIL WHO MAY BE AT RISK OF HONOUR-BASED ABUSE	Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk Forced marriage - GOV.UK (www.gov.uk) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)	
A PUPIL WHO MAY BE AT RISK OF FGM OR WE HAVE DISCOVERED THAT FGM HAS TAKEN PLACE	Female genital mutilation - GOV.UK (www.gov.uk) Female genital mutilation: resource pack - GOV.UK (www.gov.uk) National FGM Centre Multi Agency Statutory guidance on Female Genital Mutilation Female Genital Mutilation Act 2003	