



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 25

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Working Together ▲ Enjoying Learning ▲ Celebrating Difference ▲ Being Brave

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Our School

Our Context

At Fountains Primary School we strive to:

- Protect children from maltreatment.
- Prevent impairment of our children's mental and physical health or development.
- Ensure that our children grow up in circumstances consistent with the provisions of safe and effective care.
- Take action to enable ALL children to have the best outcomes.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023. This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our school.

- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school/college. Our policy applies to all staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2025 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2025.
- The school follows the Staffordshire Safeguarding Children's Board policies and procedures.

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

At Fountains Primary School, all staff and visitors sign in using InVentry. For educational visitors who are attending our setting in a professional capacity we will check ID and assure ourselves, if appropriate, that the visitor has had the appropriate DBS check. (or the visitor's employers have confirmed that their staff have appropriate checks). We recognise that external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, we will carefully consider the suitability of any external organisations.

We will ensure that where individuals come onto our premises that we consider the following: -

- assessing the education value,
- the age appropriateness of what is going to be delivered and
- whether relevant checks will be required.

This will form part of the risk assessment including our professional judgement and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2025.

We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

All incidents of challenging behaviour are recorded on Integris. Fountains Primary School follows the principles set by PROACT-SCIPr-UK. It is the intent of PROACTSCIPr-UK® to minimise the use of physical interventions and to emphasise the use of proactive behavioural support strategies based upon an individual’s needs, characteristics and preferences. This informs our everyday practice. More information on this can be found on in our Behaviour, Exclusions and Anti Bullying Policy. www.fountainsprimaryschool.co.uk/policies

Our Pupils, Our Families and Our Community

Data from September 2025	
Number of planned places	195
Number of pupils on roll	206
Number of pupils on Early Intervention places	0
Number of girls in school	53 (26%)
Number of boys in school	153 (74%)
Pupils with EAL	41 (20%)
Pupils who receive pupil premium	85 (41%)
Pupils who are Looked after Children	1
Pupils who are adopted from care	1
Pupils who are under special guardianship	0
Pupils who are under a Child Arrangement Order	3
Pupils who parents are in the forces	0
Pupils who are White British (largest ethnicity in school)	137 (66%)
Pupils who are Pakistani (next largest ethnicity in school)	22 (11%)
Pupils who are in other ethnic groups	47 (23%)
Pupils who have Autism Spectrum Condition (ASC)	147 (71%)
Pupils who have Severe Learning Difficulties (SLD)	48 (23%)
Pupils who have Moderate Learning Difficulties (MLD)	8 (4%)
Pupils who have Profound and Multiple Learning Difficulties (PMLD)	3 (2%)

We recognise that our pupils with special educational needs (SEN) or 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 and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support and we offer enhanced communication support to our pupils. Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSL and the SENCO.

We understand that some children 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, or 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 Our Support

We are all trained in recognising and responding to signs of abuse; training is bespoke to our role and responsibility. The DSL manages an annual safeguarding training and development calendar so that we receive updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This training takes place at induction and is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates via staff meetings, briefings, emails, 7-minute briefings and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues. This will take place in regular class meetings, department meetings, curriculum meetings and senior leadership team meetings. Supervision will also be provided on a needs basis as safeguarding concern arise.

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

Training Calendar

Name of Training	Date
Level 1 Safeguarding Children and Protecting them from abuse & neglect	1.9.25
KCSIE Part 1	1.9.25
Safer Recruitment (for SLT)	Date TBC
Reasonable Force in Schools	1.9.25
Data Protection and GDPR	Date TBC

Online Safety for Education settings	Date TBC
Prevent Duty(National College)	1.10.25
Understanding FGM (National College)	24.9.25
Fire Safety for Education (National College)	Date TBC
COSHH	Date TBC



We have a team of staff in our school who are trained to lead safeguarding across our school. The DSL or the DDSL will always be available on site. If we have concerns about a pupil or the conduct of a member of staff (both in school or outside of school) we always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy.

Our Safeguarding Team	Names	Contact Details
DSL	Laura Kobylanski	lkobylanski1@fountains.staffs.sch.uk
DDSL	Charlotte Jones	cjones@fountains.staffs.sch.uk
Link Governor	Kay Bentley	kbentley@fountains.staffs.sch.uk
Link Trustee	TBC	

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
Esteem Head of HR	Chloe Taylor	ctaylor@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Timara Soar-Hamilton	tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	Tim Halford	thalford@fountains.staffs.sch.uk
Local Safeguarding Advice Line (Staffordshire)	Staffordshire Children's Advice and Support Service (SCAS)	0300 111 8007
Derby and Derbyshire Safeguarding Children Partnership	Starting Point Consultation and Advice Service for Professionals	01629 535353

Our school and Esteem Multi Academy Trust recognises that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network. All staff can access support via Westfield Health.

Fountains Primary School follow the safeguarding procedures outlined in this policy where we have any concerns regarding the welfare or safety of a pupil. This policy provides guidance to all adults working within the school,

whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023.

Our visitors, volunteers, Governors and Trustees also follow Fountains Primary School safeguarding procedures, this is made clear to them.

- This policy is available on our school website and is available on request from the school office. We will also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2025 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2025.
- The school follows the Staffordshire Safeguarding Children's Board policies and procedures.
- Pupils with special educational needs, disabilities or health issues

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being 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 the content/behaviours in schools or colleges or the consequences of doing so

Pupils with a social worker

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

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

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

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

Communicating and Working with Parents and Carers

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other. We acknowledge the four principles that as professionals we should follow when working with parents and 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 and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them. Where appropriate, we will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or 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 children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child 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):

- Meet with the victim's parents or carers, with the victim, to discuss what's 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 or carers to discuss support for them, and what's 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, Staffordshire Children's Advice and Support Service (SCAS) or Starting Point Contact and Referral Service (For children will only be completed with consent. Parents and 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 My Concern, 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 I am in any doubt about whether to record something, I 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.

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information and will be held securely on My Concern 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 children 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.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, **MUST** complete the Education Report prior to the Conference.

Fountains Primary School Uses My Concern to record all safeguarding concerns and subsequent actions taken and outcomes.

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, the DSL will take the pupil's wishes and feelings into account when reporting. The DSL will consider the pupils wishes and feelings when determining what action to take and what services to provide. We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child and our staff determine how best to build trusted relationships with children which facilitate this communication.

To achieve this, we will:

- Constantly reassure pupils that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.
- Encourage the pupils to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils by providing regular reminders of the ways they can report abuse through assemblies, PSHE lessons, child friendly posters in all areas of the school, the self-referral form and we also have a child friendly safeguarding policy which is given to and discussed with all children.

Children can report a concern to any adult in the school and this will be reported to the DSL/DDSL and recorded on MyConcern.

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. **Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.** If a referral has been made directly by a member of staff that is not DSL or the DDSL, the DSL or DDSL will be informed immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to Social Care as determined by the Staffordshire Children's Advice Service and Starting Point Consultation and Advice Service for Professionals for pupils that live in Derbyshire.

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. They will allow them time to talk freely and will not ask leading questions.
- Stay calm and don't show that they are shocked or upset.
- Tell the pupil they have done the right thing in telling them and not tell them they should have told them sooner.

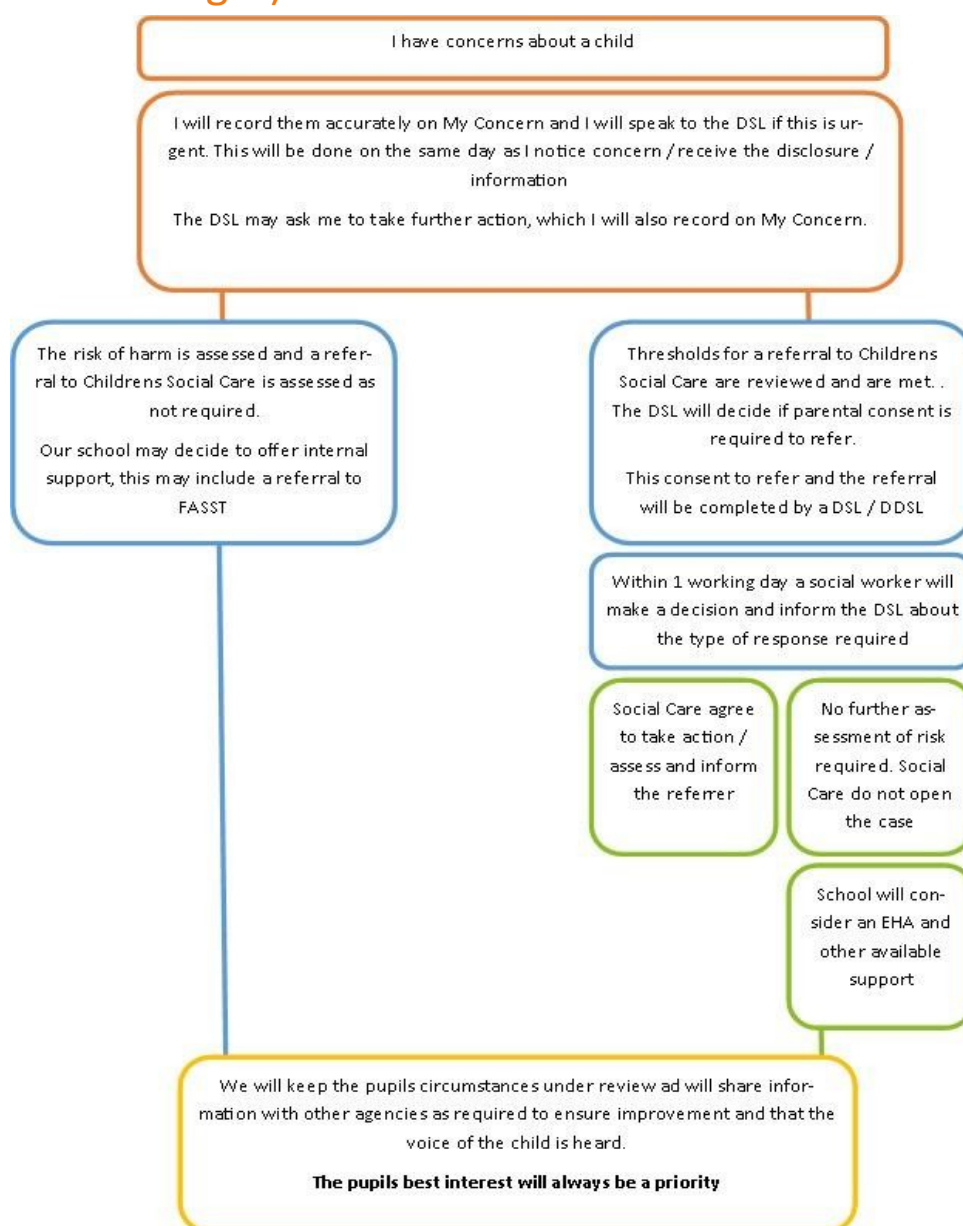
- Explain what will happen next and that they will have to pass this information on. They will not promise to keep it a secret.
- The member of staff will write up the conversation on My Concern as soon as possible on the day the information was received using the child's own words. They will stick to the facts, and they won't put their own judgement on it. They will ensure that the language used is professional and cannot be misconstrued. They will record information as if it is going to be shared with external partners and parents / carers.
- The member of staff will 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 will tell the DSL as soon as possible. Aside from these people, they will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

All staff understand that 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.
- Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

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

If I 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).



Staff will record their concern onto My Concern and will speak to the DSL or DDSL to agree a course of action. The member of staff may be required to take low level actions and record this onto the My Concern system. If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken. Staff will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and / or local authority children's social care. Staff with concerns can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If a member of staff takes any actions directly, including making a referral to children's local authority social care, they will always seek advice from Esteem MAT and will share details with the DSL as soon as practically possible. If a

member of staff makes a referral directly, they will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

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 the member of 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 My Concern. If the pupil'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.

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 interagency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. The DSL 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.

At Fountains Primary School, all staff are trained to notice and to have professional curiosity. All staff are supported to discuss their observations and their concerns with a DSL/ DDSL. All staff are encouraged to have confidence to challenge and think the unthinkable.

The indicators of abuse and the action we will consider listed below are not an exhaustive list but are points for reflection and consideration. All staff are skilled at identifying indicators of abuse and notice changes in behaviour, presentation, motivation and communication and we know what actions are required to promote a pupils wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support us to do so. Alternatively, if appropriate, they will make a referral to children's social care and/or the police directly and will tell the DSL as soon as possible.

Derbyshire and Staffordshire Safeguarding Children Board expects members of 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 outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the Derbyshire/ SSCB Escalation policy 2022, until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse

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 gender questioning (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

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.
- Victims of peer-on-peer abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

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 doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:
- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA 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 we will:

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

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- 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 children and adolescent mental health services (CAMHS), if appropriate.

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'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

All staff at Fountains Primary School recognise the indicators and signs of child-on-child abuse and know how to

identify it and respond to reports of it. They understand the importance of the timely challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature.

They are aware of the importance of: -

- Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that we have a zero-tolerance approach.
- Not dismissing this abuse as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously. At Fountains Primary School there is an accessible Child on Child Policy, which the school council and functional classes contributed to. This is revisited and redistributed in the Autumn Term.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

We will create a supportive environment at Fountains Primary 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 up 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.
www.fountainsprimaryschool.co.uk/rse
- 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 wait to be told, and that victims may not always make a direct report.

For example:

- Children can show signs or act in ways they hope adults will notice and react to.
- A friend may make a report.
- A member of staff may overhear a conversation.
- A child’s behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL 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.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in ‘Our Safeguarding Procedures’ section on page 8 of this policy, as appropriate.

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

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

At Fountains Primary School, if a member of staff is 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/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.

The member of staff will **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if the member of staff has 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.

The member of staff will record all of this information accurately on My Concern. 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 or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care 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 contacting the local neighbourhood police, dialling 101].

Recording incidents

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

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and 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

A child being absent from education, particularly repeatedly, could be at increased vulnerability to abuse, exploitation and neglect. There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk.

These include children who:

- Are at risk of harm or neglect

- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

Actions we will consider are:

We work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. This links to the schools attendance policy on the website. Fountains Primary School holds at least two emergency contact numbers for each pupil. If a child 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.

The school will notify the Local Authority of any pupil/student 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. The school (regardless of designation) will also notify the Local Authority of any pupil/student 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 the school medical officer 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; or
- Has been permanently excluded

Fountains Primary School will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'. For further information on procedures around Attendance, please see the Attendance policy. www.fountainsprimaryschool.co.uk/policies

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's 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. If a child is persistently absent, we will follow our procedures outlined in our Attendance Policy - www.fountainsprimaryschool.co.uk/policies for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

A pupil who may be a Young Carer

There are over 2,000 people aged under 18 years of age who are 'young carers' in Staffordshire. Young carers provide care, assistance or support to another family member who is disabled, physically or mentally ill, or has a substance misuse problem. Young carers can carry out significant or substantial caring tasks, taking on a level of responsibility that is above what should be expected from a young person. As well as the daily tasks, such as housework, cooking and bathing, young carers live with the added pressure of school. Caring can be satisfying but it can also be exhausting and make great demands on a young person's time, health and emotions.

If staff suspect that a pupil is a young carer, they will contact the County Council for information, advice and support related to their caring role. Young Carers have their own dedicated telephone number should they wish to speak to a Young Carers Assessor. Your Young Carers Assessor will be able to offer practical advice, guidance and signposting to other relevant services, as well as working with the young person to develop a support plan and completing a statutory carers assessment. The contact telephone number is Young Carers: 01785 278 444. General Enquiries: firstcontactcarers@staffordshire.gov.uk. In addition there is support at the Staffordshire Together for Carers Service. They support carers by providing tailored advice, training and information on a whole range of topics and situations.

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:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Go missing and are subsequently found in areas away from their home.
- Regularly miss school or education or do not take part in education.
- Have been the victim or perpetrator of serious violence (e.g. knife crime).
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

Actions we will consider are:

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. East Staffordshire Multi Agency Child Exploitation (MACE) Panels will be attended and are run by, Futures Matter, The Old House, Eastern Avenue, Lichfield, WS13 7SQ. The Risk Factor Matrix (RFM) is a proactive tool used to measure risk at the earliest opportunity/early indicator of potential exploitation. If a child or family member of a child that attends Fountains Primary School is to be discussed at a MACE Panel meeting then the DSL will be informed and requested to join the meeting.

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

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

Actions we will consider are:

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

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, in 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 nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact 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 believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.

- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

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

A pupil who may be susceptible to radicalisation into terrorism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force. We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over an extended period. We understand the national threat picture and the local risks that may impact on our pupils, their families and our school.

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.

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

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

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Fountains Primary School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Prevent Duty and Channel Prevent

The school governors, the Head Teacher/Principal 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 curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty and is part of our schools wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). 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 Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Laura Kobylanski

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

Channel

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

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

If staff are concerned about a pupil, they will follow our procedures set out in the ‘Our Safeguarding Procedures’ section on page 8 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

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. Any child may benefit from earliest or early help, but all staff are particularly alert to the potential need for early help for a child who has a family member in prison.

The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

A pupil whose family circumstance may presenting challenges. This could be concerns around:

Parental drug and alcohol misuse

Any child may benefit from earliest or early help, but all staff are particularly alert to the potential need for early help for a child whose parent/parents misuse drugs and alcohol.

The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Adult mental health issues

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps on page 12. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

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 isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children. 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.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the DSL via email before the child or children arrive at school the following day. This is the

procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

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

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

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

A pupil who may be experiences mental ill health

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

At Fountains Primary School, staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a member of staff has a mental health concern about a child that is also a safeguarding concern, they will take immediate action by following the steps in the 'Our Safeguarding Procedures' section on page 8.

If a member of staff has a mental health concern that is **not** also a safeguarding concern, thy should speak to the DSL to agree a course of action.

The DSL/DDSL may refer a pupil to the NHS Mental Health in School for further support with their mental health, if consent is provided by parents/carers.

A pupil who is misusing alcohol and other drugs themselves

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Actions we will consider are:

If a member of staff suspects Drug and/or Alcohol misuse, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

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

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

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

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

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

A pupil who is a private fostering arrangement

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 of full blood or half blood or by marriage or civil partnership), or a stepparent.

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.

At Fountains Primary School, staff will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0300 111 8007), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Document:

- Children Act 1989 – Private Fostering

Children potentially at greater risk of harm

All children should be protected however our staff and Governing Body recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups: •

Children who need a social worker (Child in Need & Child Protection)

- Children missing from education
- Elective Home Education (EHE)
- Children requiring mental health support
- Looked after children and previously looked after children
- Children with special educational needs & disabilities/health issues
- Children who are lesbian, gay, bi or trans (LGBTQ+)

Paragraphs 170-204 of Keeping Children Safe 2025 explain in more detail about these groups. We support these groups by having:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

At **Fountains Primary School**, we know that the cohort of pupils in our provision often have complex needs, our Governing bodies/proprietors are aware of this additional risk of harm that our pupils may be vulnerable to.

DfE Guidance:

- [Alternative provision](#)

[Education for children with health needs who cannot attend school](#)

A pupil who is lesbian, gay, bi or gender questioning

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

Indicators of risk may include:

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

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 attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

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; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology, 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 noncontact 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 device 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 Honor-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor 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 2025, it's 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. At Fountains Primary School, all staff are alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education 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:

Speak to the DSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL follow our local safeguarding procedures.

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.

Staff will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a My Concern report and involve children’s social care as appropriate. 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

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at our school. We take all possible steps to safeguard our children and to ensure that the adults who work at Fountains Primary School are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors:

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as ‘low level concerns’.

Allegations that may meet the harms threshold

We have an good understanding and give due regard to Part 4 of Keeping Children Safe in Education 2025 guidance and Allegations of Abuse - SSCB where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. We understand that if we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. If an allegation is made or information is received about an adult who works at our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the sole proprietor of the independent school, then this needs to be raised with the Designated Safeguarding Lead.

Should an allegation be made against the Head teacher, this will be reported to the CEO of the Esteem Trust. If the CEO is not contactable on that day, the information must be passed to and dealt with by a member of the education team or the Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the Local Authority Designated Officer (LADO) within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Learning lessons

It is important that lessons are learnt when managing all levels and types of allegations.

The headteacher/case manager at Fountains Primary School will review the circumstances of all substantiated cases with Staffordshire's LADO to determine whether improvements can be made to the school's or college's procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the Headteacher/case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’

At Fountains Primary School we promote an open and transparent culture in which all concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our school are clear about professional boundaries and act within them in accordance with our ethos and values.

What is a low-level concern?

Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the school may have acted in a way that is:

- inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

All staff have a good understanding of what constitutes a low-level concern, and our governing body ensure that these low-level concerns are included as part of our staff code of conduct and safeguarding policies.

Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher, Education Team or Chair of Governors knows to contact the LADO on 0300 111 8007.

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a

member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

Low-Level Concerns

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

Complaints

Please refer to the Esteem Complaints Policy

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy

www.fountainsprimaryschool.co.uk/policies

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 abuse towards a pupil by a pupil. Child on Child Abuse	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	
A pupil who has raised concerns around sharing of nudes and seminudes ('sexting')	Online Safety Resource Centre - London Grid for Learning (lgfl.net) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)	
A pupil who is Missing 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)	
A pupil who is persistently absent from education, including persistent absences for part of the school day.	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)	
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	

A pupil who may be at risk of being drawn in to anti-	County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)	
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social or criminal behaviour, including gang involvement and association with organised crime groups or county lines	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)	
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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819840/analysis-of-indicators-of-serious-violence-horr110.pdf Risk Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	
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)	
A pupil who is at risk of being radicalised	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)	
A pupil who has a family member in prison, or is	NICCO	

affected by parental offending		
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)	
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 of Domestic Abuse.	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) 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 experiences 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	
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 a private fostering arrangement	Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk	
A pupil who is lesbian, gay, bi or trans	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education relationships-education-relationships-and-sex-education-rse-and-health-education 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	A guide to the Online Safety Bill - GOV.UK (www.gov.uk) Homepage - UK Safer Internet Centre	
technology or a pupil who is putting others at risk online.	Online safety - BBC Teach Staying safe online Childline What is Online Safety? SWGfL CEOP Safety Centre	
A pupil who may be at risk of Honor-Based Abuse	Forced Marriage Unit on 020 7008 0151 or fmf@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)	
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