

Abingdon Primary School



This school is an academy within The Legacy Learning Trust.



WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Status & review	Term	Year
Last review date/Policy adopted	Autumn	2024
Next review	Autumn	2025
Lead	Mr A Cooper	

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Equality statement

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

We give special consideration to children who:

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

Safeguarding Overview Contact List

Role	Name	Contact
Senior Designated Safeguarding Lead (DSL)	Adam Cooper (HT)	01642 210567
Alternate Designated Safeguarding Lead	Emma Coupe(DHT) Nicola Lambert(AHT)	01642 210567
Trained DSL in absence of HT/DHT	Kay Venis Emma Ingledew Nicola Lambert Rebecca Stevenson Isabelle Rotondi	01642 210567
Names Safeguarding Governor	Joanna Smith	abingdon@abingdonprimary.org.uk
Chair of Governors	Allison Kerr	abingdon@abingdonprimary.org.uk
Designated Looked After Children (LAC) lead	Emma Ingledew	01642 210567
SEND Coordinator	Emma Ingledew	01642 210567
Local Authority Designated Officer (LADO)	Peter Storey	01642 726004 07929854418
Safeguarding Information & Compliance Officer	Racheal Bell	01642 513105
Emergency Duty Team (out of hours)		01642 524552
MACH		016422 726004
Non-Emergency		101
Head of Access to Education	Trevor Dunn	01642 727511

1. PURPOSE & AIMS

1.1 The purpose of Abingdon School's (APS) safeguarding policy is to ensure every child who is a registered within our establishment is safe and protected from harm. This means we will always work to:

- **Protect** children and young people (APS) from maltreatment; following agreed procedure and sensitively to child protection concerns and that every member of staff has regular training and is supported to refer their concerns to the Designated Safeguarding Lead (Mr Cooper). The DSL will contact MACH (01642 726004) directly if necessary and take advice. In certain specific cases such as Female Genital Mutilation (mandatory reporting of FGM - from October 2015) Radicalisation, Forced Marriage and Child Sexual Exploitation (CSE) there are named teams and individuals within the Police (via non-emergency phone number 101) who can be contacted. There is a legal duty on teachers to inform the Police directly if they suspect FGM has been carried out on girl under the age of 18. See also NPCC document 'When to call the Police'.
- **Prevent** impairment of our children's and young people's physical and mental health or development; through our establishments positive atmosphere, careful and vigilant teaching, pastoral care, support to all children (0-11) providing good adult role models and the identification of early and additional support/services for children and families reducing the risk to children including victimisation, exploitation, radicalisation, eating disorders and issues such as Female Genital Mutilation, Child Sexual Exploitation and Forced Marriage.
- **Ensure** that children and young people within our establishment grow up in circumstances consistent with the provision of safe and effective care. (Reconsideration following challenging the progress of new referrals and existing cases are reconsidered if there remain no improvements to a child's circumstances)
- **Undertake** that role so as to enable children and young people within our establishment to have the best possible outcomes and offer support (to children, families and staff) who may be vulnerable due to their individual circumstances.

1.2 This policy will give clear direction to all staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children within our establishment. This is carried out through the use of the inventory system.

1.3 APS fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered within our establishment. The elements of our policy are **prevention, protection and support.**

1.4 This policy applies to all children, families, staff, governors, volunteers and visitors.

All adults have the responsibility to recognise child abuse or peer on peer abuse in its many forms including:

Child Exploitation

Bullying

Domestic Violence

Drugs

Eating disorders

Fabricated Illness

Faith Abuse

Forced Marriage

Gangs

Gender Based violence

Radicalisation and Extremism

Sexting (initiation/hazing) – sharing of nudes and semi nudes

Female Genital Mutilation

Sexual violence

Sexual Harassment

So-called Honour Based Violence

Absent from Education (formally Children Missing in Education)

Upskirting

Serious violence

Definitions provided in Annex 1. of this document

In the event of any of these issues being recognised information should be shared directly with the Designated Safeguarding Leads which may result in the situation being monitored or the pupil being referred to a specific service. (see section 5)

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider Intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports
 - That even 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

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

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

- Taking action would prejudice an investigation and/or subsequent prosecution - we will liaise with the police and/or 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

Sharing of nudes and semi-nudes ('sexting')

You must not:

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

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. APS will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to and are safe. Children within our establishment are able to talk freely if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that adults within our establishment play a particularly important role as they are in a position to identify concerns early and provide help for children and families to prevent concerns from escalating. **All adults are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

2.3 All staff and regular visitors (including multi agency workers) will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills e.g. fire safety, road safety, stranger danger and relationships advice and support in line with our policies e.g. Sex and Relationships policy 2020. Throughout our establishment families are encouraged to be aware of and understand our role in protecting and safeguarding them and their children.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Keeping Children Safe in Education (2024).

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Senior Designated Safeguarding Lead (DSL)	Adam Cooper	01642 210567
Alternate Designated Safeguarding Lead (DSL)	Emma Coupe Emma Ingledeu Kay Venis Nicola Lambert	01642 210567
Head Teacher	Adam Cooper	01642 210567
Named Safeguarding Governor	Joanne Smith	abingdon@abingdonprimary.org.uk
Chair of Governors	Alison Kerr	abingdon@abingdonprimary.org.uk

If in exceptional circumstances the Designated Safeguarding Lead or Deputy are not available, staff must speak immediately to a member of SLT(see front cover).

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our establishment to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the children at APS. This includes the responsibility to provide a safe environment that children can be happy, healthy and safe to learning.

The Governing Body

3.2 The Governing Body of APS is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our children, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our APS website (www.abingdonprimary.org.uk) and has been written in line with Local Authority guidance and the requirements of the Middlesbrough Safeguarding Children Board policies and procedures;
- The APS contributes to multi-agency working in line with Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2018).
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional. There will always be cover for this role;

- All new staff receive a safeguarding induction and are provided with a copy Keeping Children Safe in Education (2024), Behaviour Policy, Code of Conduct, and Safeguarding incorporating Child Protection Policy.
- All visitors, students and volunteers receive a robust Safeguarding induction and are made aware of their responsibilities and understand who the DSL is within school.
- All staff undertake appropriate child protection training annually that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2024);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010²², (including the Public Sector Equality Duty²³), and their local multi-agency safeguarding arrangements.

3.5 The governing body will receive a safeguarding report at each Raising Achievement & Safeguarding meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for APS. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual children and their families.

The Headteacher

3.5 At APS the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Senior Designated Lead for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Senior Designated Person for safeguarding (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO (Local Authority Designated Officer) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

3.6 The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing or entered into CPOMS and given to the DSL..

3.7 The DSL at Abingdon School or Parent Support Adviser(PSA) will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL or PSA will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.8 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely in line with GDPR regulations.

3.9 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's [safeguarding training pack](#) provided by The National College.

All staff

3.10 All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

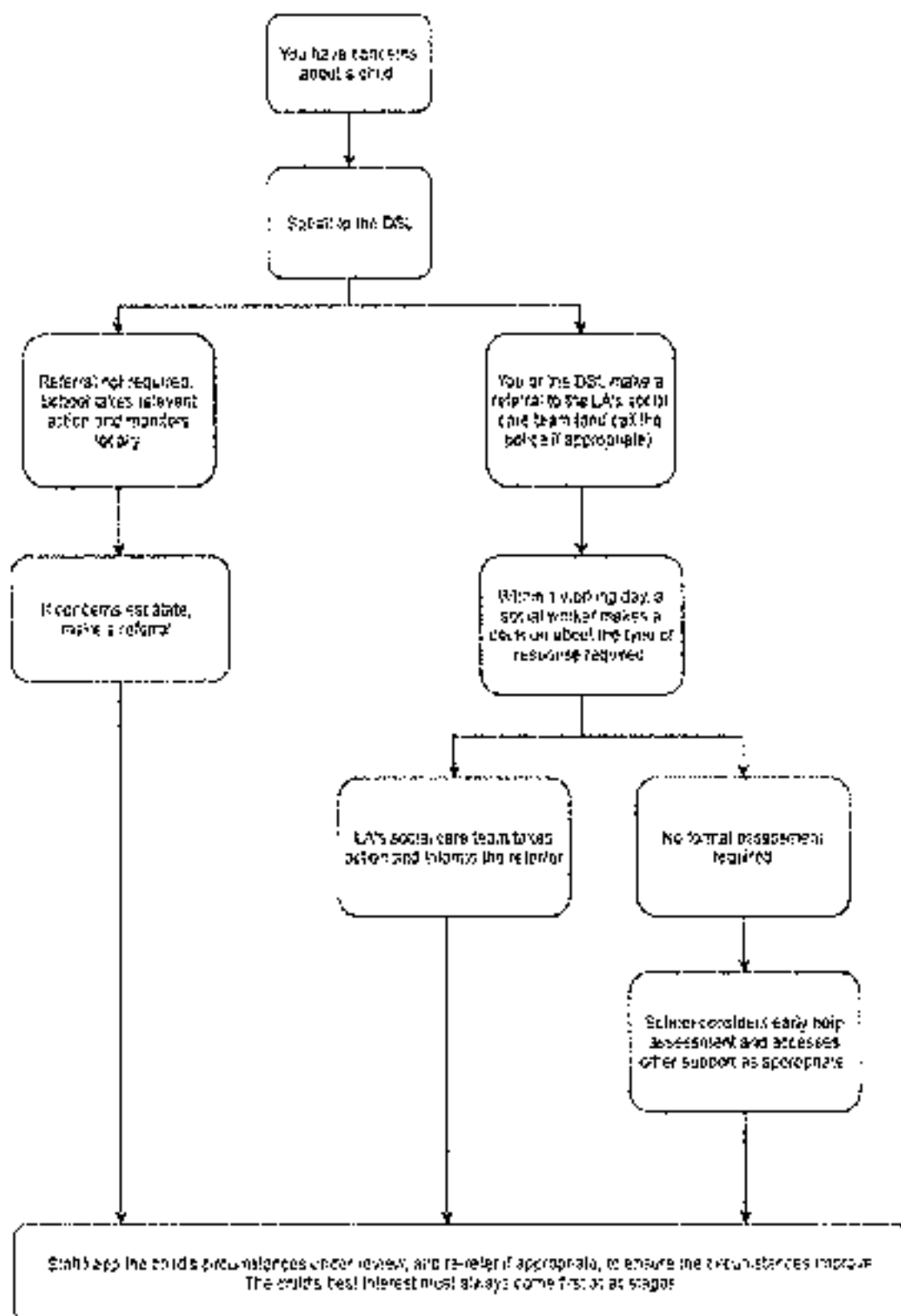
All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff [behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger). The flow chart below illustrates the procedure and action to take. Where possible speak to the DSL or a member of the TAC team
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child on child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

Illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger:



3.11 Low level concerns – see low level concerns in the Addendum to School Code of Conduct

All staff must be aware of what constitutes a low level concern and when and how the information must be passed on to the DSL.

What is a low-level concern?

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- Inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

If a member of staff is concerned with the behaviour of another member of staff then this needs to be brought to the attention of the DSL. The DSL will adhere to and follow the low level concern guidance ensuring it is logged appropriately and acted upon accordingly.

Filtering and monitoring (see also separate One IT policy)

The school uses 'securely' which is a cloud based web filter that keeps children safe at home and in school. The system which is managed by OneIT complies with KCSIE and PREVENT legislation. The DSL has full access to the site and is competent in ensuring access by staff and pupils is monitored appropriately and updated accordingly. The system sends notifications for flagged content to the DSL and deputy DSL. The system is systematically checked by the DSL and OneIT to ensure it is working as intended.

Any content that is flagged as potentially inappropriate or harmful is investigated inline with schools Safeguarding Policy and procedures. As part of safeguarding training and new induction meetings staff are made aware of the filtering and monitoring system 'securely' and it's purpose to keep themselves and the children safe in the online world.

4. TRAINING & INDUCTION

4.1 When new staff, volunteers or regular visitors join our establishment they will be informed of the safeguarding arrangements in place. They will be given a copy of our APS safeguarding policy along with the staff code of conduct, behaviour policy and Keeping Children Safe: Part One/annex B and told who our Senior Designated Professional for Safeguarding is.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure, how to record and issues of confidentiality (CPOMS). The induction will also remind staff and volunteers of their responsibility to safeguard all children within APS and the remit of the role of the Senior Designated Professional. At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' (2024) and will be expected to read this. This is also revisited at various points of the year to ensure staffs knowledge and understanding of their responsibilities is secure

4.3 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Middlesbrough Safeguarding Children Board advice. This will also include WRAP training (Workshop to Raise Awareness of Prevent).

4.4 All regular visitors (including health professionals) and volunteers to our establishment will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is.

4.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses at least once every two years. In addition to this, the DSL and alternate will attend Senior Designated Lead training every two years.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children within APS. Training for Governors to support them in their safeguarding role is available through the Legacy learning Trust

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' (2024) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local

guidance can be accessed via Middlesbrough Safeguarding Children Board website. The SDP will also provide regular safeguarding updates for all staff.

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Abingdon School adheres to child protection procedures that have been agreed locally through the Middlesbrough Children's Safeguarding Board.

5.2 Every member of staff including volunteers working with children within our establishment are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child/family, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

- 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. Staff are trained to reassure victims that they are being taken seriously and that they will be supported and kept safe. Staff must ensure that children aren't given the impression they are creating a problem or made to feel ashamed for making a report.
- More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time, this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of APS staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Senior Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern within our establishment. Any member of staff or visitor to the APS who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person (see section 5.10). In the absence of above, the matter should be brought to the attention of the most senior member of staff. Disclosure made by a child indicating they could be at immediate risk may impact on the child being able to leave school.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using CPOMS.

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Middlesbrough Safeguarding Children's Board procedures.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child/family at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety.
- they have seen or heard something that compromises a child's safety out of school hours

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 Children in need

"A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989"

5.13 Early Help Assessment

If a referral does not meet the threshold for Child Protection (level 4) or a family have asked for help/support - school staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

A child may need to be supported through Early Help with the following: health conditions, a mental health need, a family member in prison or affected by parental offending, at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day)

5.14 APS staff are trained and adhere to and follow the **PREVENT** agenda in line with whole school safeguarding and any concern is passed onto the **DSL** within school who will liaise with the Community Tension Team and the Police **PREVENT** team where they see fit.

5.15 APS is an active Operation Encompass School and liaises accordingly with the Police.

6. CHILD PROTECTION PROCEDURES

6.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

6.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of APS in respect of individual children. Usually the people representing the establishment at these meetings will be the PSA or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

6.3 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Children's Services. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at APS. In order to complete such reports, all relevant information will be sought from staff working with the child in APS.

6.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed electronic reporting form-CPOMS. They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis

of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include a chronology, and will record significant events in the child's life.

7.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred, this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

8. WORKING WITH PARENTS & CARERS

8.1 Abingdon School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

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

8.4 We will seek to share with parents any concerns we may have about their child (unless to do so may place a child at increased risk of harm). A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (alternative adult)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing in line with GDPR.

9. SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2024).

9.2 At APS we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates and check the right to work in the UK. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

9.4 Where a member of staff has behaved or may have behaved in a way that indicates they may not be suitable to work with children, this includes transferable risk outside of the school that may not relate or involve children. Staff should report behaviour or conduct of other adults to the DSL that may impact their suitability to work with children,

9.5 Where there is an (safeguarding)allegation about a supply teacher the school (DSL) will take the lead . Allegations will follow school policy whilst liaising with the LADO where appropriate.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

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

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in *'Keeping Children Safe in Education'*, DfE (2024).

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

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children within our establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Middlesbrough Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of *'Keeping Children Safe in Education'*, DfE (2024) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 01642 726004.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01642 726004.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service 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 within our establishment, 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.

12 RELEVANT POLICIES

12.1 To underpin the values and ethos of APS+CC and our intent to ensure that children within our establishment are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Incontinence
- First aid
- Educational visits including overnight stays

13 If you have concerns about extremism

13.1 If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk.

Note that this is not for use in emergency situations.

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

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

Appendix 1. Further Information

Abuse and neglect

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."

Domestic abuse

Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

Forced marriage

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

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse (updated in 2022 from peer on peer abuse) and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. This is referred to in KCSIE 2023 as child on child abuse. Sexual violence may also occur online be it through encouraging, facilitating or threatening.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/4105 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - It is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. 30. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults; county lines guidance

Absent (Children Missing in Education)

Government guidance can be found at [Children Missing Education](#)

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We recognise that a child going missing from education is a potential indicator of abuse or neglect. When a child is absent from the school without authority, we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk

of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an on/off role register and an attendance register which supports the school in safeguarding children who may be at risk of missing education. We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Middlesbrough Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of the school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- has ceased to attend the academy and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer as they have not been registered at a new school
- 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 he/she nor his/her parent has indicated the intention to continue to attend the academy after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- has been permanently excluded.

Poor attendance is closely monitored, and the following procedures are followed to support families and students to resolve any barriers to regular attendance. These procedures can be found in our Attendance Policy

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for 2 school days or more we will follow School First Day response Flowchart. The flowchart summarises that every child should be accounted for, their whereabouts should be known, or we will make a referral to the relevant service.

We will not remove a child from our roll unless we can evidence an agreement with the local authority to do so. In response to the guidance in KCSIE (2023) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage. When a pupil leaves the academy, we will record the name of the pupil's new school/academy and their expected start date on Objective connect.

Absence

At Abingdon primary School the following procedures are followed from the first day/second day of an unexplained absence (see flowchart)

The school will ensure that at least two, and preferably 3, emergency contacts are held for each child. Parents/carers should inform the school if these change at any time.

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. School will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and/or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

There may be other contributing factors that should be taken into consideration when determining if the child is at significant risk such as the child's emotional health, known issues at home etc. Irrespective of these concerns school staff will make weekly contact (during term time) with any pupil who is absent for a week or more. This is to determine the welfare of the child and will take place even if parents have given a reason for the absence. School staff will always try to locate the child and attempt to establish the whereabouts of the child. Once a child has been identified as missing and cannot be located within the school, the designated safeguarding lead will be informed. Staff will use their professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the child's whereabouts before notifying the police. Parents/carers will always be informed before contact with the police is made, unless a child is at immediate risk of harm and a police response is needed. This will be judged on a case by case basis.