Safeguarding Children and Child Protection Policy 2026-2027

Approved by **(Chair of Governors)**

Reviewed by: Full Governing Body or Designated Committee

Review Date: September 2027 Date ratified: September 2026

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"This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website"

Safeguarding Children and Child Protection Policy 2026-2027

Role/organisation	Name	Contact details
Designated safeguarding lead (DSL)	Mrs Walker	info@wollescote.dudley.sch.uk
Deputy DSL	Miss Hudson Miss Sankey Miss Hughes Miss Raybould	info@wollescote.dudley.sch.uk
Local authority designated officer (LADO)	Yvonne Nelson-Brown Sukhchandan Kaur	Allegations@dudley.gov.uk Yvonne.Nelson-Brown@dudley.gov.uk Sukhchandan.Kaur@dudley.gov.uk
Chair of Governors	Alison Hudson	Ahudson@wollescote.dudley.sch.uk
Safeguarding Governor	Clive Steadman	CSteadman@wollescote.dudley.sch.uk

Safeguarding Children and Child Protection Policy 2026-2027

At Wollescote, we believe every child has the right to feel safe, valued, and protected. Our school is a place where children should feel secure, cared for, and free from harm.

We are guided by a strong commitment to safeguarding, and we always put the wellbeing of our children first. When a child needs help, it's our duty to respond quickly and effectively—because doing so can make a real difference in their lives.

Looking after children isn't just a responsibility—it's a promise we make every day.

1.The Wollescote Way

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

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.
- Children' includes everyone under the age of 18.

Wollescote Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the school.

2. School Child Protection and Safeguarding Policy Ethos

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (Keeping Children Safe in Education) No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

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.

In line with KCSIE 2026 and Working Together to Safeguard Children 2026, staff will recognise and respond to prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Safeguarding practice will be anti-discriminatory and anti-racist, and staff will consider how such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help.

We give special consideration to children who:

· Have special educational needs (SEN) or disabilities

· Are young carers

· May experience discrimination due to their race, ethnicity, religion, LGBTQ+, gender identification or sexuality

· Have English as an additional language

· Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

· Are at risk of FGM, sexual and criminal exploitation, forced marriage, or radicalisation

· Are asylum seekers

· Are at risk due to either their own or a family member's mental health needs

· Are Children in Care or previously Children in Care

3. Statutory Framework

This policy is based on the Department for Education's (DfE's) statutory guidance:

- **Keeping Children Safe in Education (KCSIE) 2026 – effective from 1 September 2026**
  View the guidance View the guidance
- **Working Together to Safeguard Children (2026) – published March 2026**
  View the guidance View the guidance
- Information sharing to safeguard children and young people – statutory guidance, September 2026 (information sharing duty under section 16LA of the Children Act 2004 in force from 30 September 2026)
- **Maintained Schools Governance Guide (2025)**
  View the guidance
- **Academy Trust Governance Guide (2025)**
  View the guidance
- **Early Years Foundation Stage (EYFS) Statutory Framework (2025)** – effective from 1 September 2025
  View the guidance

We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- **Section 175 of the Education Act 2002** – duty on schools and local authorities to safeguard and promote the welfare of pupils
- **The School Staffing (England) Regulations 2009** – requirements for the single central record and safer recruitment
- **The Children Act 1989 and 2004** – framework for the care and protection of children
- **The Female Genital Mutilation Act 2003**, as amended by the Serious Crime Act 2015 – statutory duty to report FGM
  Multi-agency statutory guidance on FGM
- **The Rehabilitation of Offenders Act 1974** – guidance on working with children with criminal convictions
- **The Safeguarding Vulnerable Groups Act 2006** – defines regulated activity

- **Statutory guidance on the Prevent duty (2023)** – under the Counter-Terrorism and Security Act 2015
  View the guidance
- **The Human Rights Act 1998** – protection from harassment, violence, and abuse
- **The Equality Act 2010** – prohibits discrimination and allows positive action to support disadvantaged pupils
- **The Public Sector Equality Duty (PSED)** – duty to eliminate unlawful discrimination, harassment and victimisation, and improve pupil outcomes. This includes addressing risks such as sexual violence, homophobic, biphobic or transphobic bullying, and racial discrimination.

Additional Statutory Duties:

- **For schools with pupils aged under 8**:
  - **The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018**
  - **The Childcare Act 2006**
    These set out who is disqualified from working with children and are referred to in this policy as the "2018 Childcare Disqualification Regulations".
- **For Early Years Providers**:
  This policy also meets the safeguarding and welfare requirements outlined in the **Statutory Framework for the Early Years Foundation Stage (EYFS)**.

Additionally, the policy outlines the **role of the Designated Safeguarding Lead (DSL)**, including the identity and responsibilities of the DSL and any deputies, in line with the latest KCSIE guidance.

4. Aims

Wollescote Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child, who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Wollescote Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

At Wollescote we aim to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare

All staff are aware of their statutory responsibilities with respect to safeguarding

Staff are properly trained in recognising and reporting safeguarding issues

All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying)6
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

5. Local Multi-Agency Safeguarding Arrangements

This policy has been developed in line with our locally agreed multi-agency safeguarding procedures. We are committed to working collaboratively with local agencies to ensure the safety, protection, and well-being of all children.

Dudley's Continuum of Help and Support provides a shared framework for identifying and responding to the needs of children, young people, and families. It outlines four levels of need and the appropriate support responses:

1. **Universal – Children whose needs are met through universal services.**
2. **Additional – Children who require extra support from a single agency.**
3. **Targeted – Children with multiple needs requiring a coordinated multi-agency response.**
4. **Specialist – Children with acute needs requiring statutory or specialist intervention.**

This continuum helps professionals make informed decisions about the right level of support at the right time, ensuring early intervention and reducing the need for more intrusive services.

For further information, please refer to the following resources:

- **Dudley Safeguarding People Partnership (DSPP) Website**
- **DSPP Continuum of Help and Support (June 2025)**
- **DSPP Support Level Guidance and Framework (March 2023)**

Prevention

The six main elements of the policy are:

- ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils, who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring there are links with other safeguarding policies and practice; for example, physical intervention, anti-bullying, behaviour policy, attendance,

medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.

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

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

6. Procedures and the role of the DSL

Wollescote Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding People Partnership (DSPP) and take account of guidance issued by the Department for Education (DfE) to:

· ensure we have a designated safeguarding lead for child protection, who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.

THE DESIGNATED SAFEGUARDING LEADS FOR WOLLESCOTE PRIMARY SCHOOL ARE:

Jami Walker: Designated Safeguarding Lead and CIC lead 07943787805

Lynne Hudson: Headteacher and Deputy Safeguarding Lead

Carla Sankey Deputy Safeguarding Lead and SENCO/ Mental Health Lead

Emma Raybould- Wrap around lead/ Deputy Safeguarding Lead

Laura Hughes- Pastoral Manager/ Deputy Safeguarding Lead

The DSL will be given the time, funding, training, resources and support to:

· Work closely with teachers and share information & provide advice and support to other staff on child welfare and safeguarding and child protection matters

· Sets out procedures so that staff promptly share their safeguarding concerns in writing

· Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

· Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.

· Refer cases to the Channel program where there is a radicalisation concern as required and support staff who make referrals to Channel program.

· Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and

· Refer cases where a crime may have been committed to the Police

· Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

· Contribute to the assessment of children, particularly in relation to Early Help

· Work closely with Mental Health Leads

· Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and [deputy/deputies] are set out in their job description.

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

· ensure we have a nominated governor responsible for child protection**; the designated Governor for Child Protection is Clive Steeman**

· ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding leads responsible for child protection and their role

· ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection

· ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents should be made aware of the policies and procedures

Role and Responsibilities of Designated Safeguarding Lead

· The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection, along with the Head Teacher.

· When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

· Child protection information will be dealt with in a confidential manner using the safeguarding Monitoring system CPOMS.

· Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

· A written record will be made of what information has been shared with whom, and when.

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

· Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

· Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

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

· Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

· Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

· Contribute to the assessment of children, particularly in relation to Early Help.

· Work closely with Mental Health Leads.

· Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

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

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format on the appropriate Management Information System. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

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

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

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate. Regular Supervision is offered to all teaching staff and DSLs.

Roles and Responsibility of Governors and Governing Bodies

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

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

Ensuring the relevant staffing ratios are met, where applicable.

7. Safeguarding Responsibilities: Headteacher, Governing Body, Trustees, and Proprietors

Headteacher Responsibilities

The Headteacher is responsible for the **implementation and operational oversight** of the school's safeguarding and child protection policy. This includes:

- Ensuring that **all staff**, including temporary, supply staff and volunteers, receive a **comprehensive safeguarding induction**, which includes this policy and related procedures.
- Communicating this policy to **parents/carers** when their child joins the school and making it available via the **school website**.
- Ensuring the Designated Safeguarding Lead (DSL) has sufficient time, funding, training, and resources to fulfil their role effectively, and that adequate cover is in place during any DSL absence. [assets.pub...ice.gov.uk]
- Ensuring that all staff undertake appropriate safeguarding and child protection training, including online safety, and that this is regularly updated in line with statutory guidance. [assets.pub...ice.gov.uk]
- Acting as the case manager in the event of an allegation of abuse against a member of staff or volunteer, where appropriate, in accordance with DfE and Dudley procedures. [assets.pub...ice.gov.uk]
- Referring cases to the Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA) where a person is dismissed or leaves due to risk/harm to a child. [assets.pub...ice.gov.uk]
- Ensuring **statutory staffing ratios** are met, where applicable, particularly in Early Years settings.
- Ensuring that each child in the **Early Years Foundation Stage (EYFS)** is assigned a **key person**, in line with EYFS statutory framework.

Governing Body / Trustees / Proprietors Responsibilities

The Governing Body is responsible for **approving this policy at each review**, ensuring it complies with **statutory requirements**, and holding the Headteacher to account for its implementation. This includes:

- Appointing a senior board-level lead for safeguarding (Safeguarding Governor – Clive Steadman) to monitor the effectiveness of this policy. This individual must be distinct from the DSL.

- Ensuring the school has appropriate filtering and monitoring systems (Smoothwall) in place to safeguard children online, and reviewing their effectiveness annually. [gov.uk][saferinternet.org.uk]
- Ensuring that **staff and leadership** understand their roles and responsibilities in relation to filtering and monitoring, as part of safeguarding training.
- Reviewing the DfE's Filtering and Monitoring Standards and liaising with IT staff and service providers to ensure compliance. [gov.uk]
- **The Governing body, Trustees or Proprietors will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation**.

- The Governing Body will appoint a senior board-level safeguarding lead to monitor the effectiveness of this policy in conjunction with the full governing body. This person must be different from the DSL. At Wollescote Primary School, this role is held by the Safeguarding Governor, Clive Steadman.
- The Chair of Governors, Alison Hudson, will act as the case manager if an allegation or safeguarding concern is raised about the Headteacher, where appropriate, and will liaise with the LADO.
- All Governors have read and understood Keeping Children Safe in Education. (Part Two of KCSIE sets out governing body responsibilities.)

- The DSL and [deputy/deputies] will undertake child protection and safeguarding training at least every 2 years.
- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake Prevent Awareness training.

Safeguarding Assurance for External Bodies Using School Premises

Where another organisation provides services or activities on school premises (regardless of whether children attending are on the school roll), the school must:

- Seek assurance that the organisation has **appropriate safeguarding and child protection policies/procedures** in place, and inspect them if necessary.
- Ensure there are **clear arrangements for liaison** between the organisation and the school regarding safeguarding.

- Make safeguarding compliance a **condition of using the premises**, with agreements subject to termination if safeguarding standards are not met.

9. Safer Recruitment Procedure

Aligned with GSWP 2022, Keeping Children Safe in Education (KCSIE), and Early Years Requirements

Wollescote Primary School is committed to safeguarding and promoting the welfare of children and young people. We ensure that recruitment practices are rigorous, transparent, and compliant with statutory guidance and best practice, including specific requirements for staff working in Early Years settings.

Training and Interview Panel Requirements

- At least one member of any recruitment panel will have completed accredited **Safer Recruitment Training**.
- This training includes the content of *Keeping Children Safe in Education (KCSIE)* and reflects **local safeguarding procedures**.

Single Central Record (SCR) and Personnel Files

- All recruitment checks will be recorded in the school's **Single Central Record (SCR)**.
- Where appropriate, copies of checks will be retained in individual personnel files, in line with **data protection legislation** and **GSWP 2022** guidance.

Recruitment Checks for New Staff

When appointing new staff, the school will:

1. **Verify Identity**
    - Confirm the candidate's identity using official documentation.
2. **Enhanced DBS Certificate**
    - Obtain an enhanced **Disclosure and Barring Service (DBS)** certificate including barred list information for those engaging in regulated activity.
    - A copy of the DBS certificate will not be retained for longer than **6 months**.
3. **Barred List Check**
    - If a candidate begins regulated activity before the DBS certificate is available, a separate barred list check will be conducted.
4. **Fitness to Work**

- Verify the candidate's mental and physical fitness to carry out their responsibilities.

5. **Right to Work in the UK**
   - Confirm and retain evidence of the candidate's right to work in the UK for the duration of employment and for **2 years** post-employment.
6. **Professional Qualifications**
   - Verify any relevant qualifications required for the role.
7. **Prohibition from Teaching**
   - Ensure the candidate is not subject to a **prohibition order** if employed as a teacher.
8. **Overseas Checks**
   - Conduct additional checks for candidates who have lived or worked outside the UK, including:
     - Criminal records checks or equivalent
     - Sanctions or restrictions from European Economic Area (EEA) professional regulatory authorities
9. **Childcare Disqualification Checks (Early Years Focus)**
   - For staff working in **Early Years settings or later years provision for children under 8**, we will:
     - Ensure compliance with the **Childcare Disqualification Regulations 2018** and **Childcare Act 2006**.
     - Require a **self-declaration** regarding disqualification status.
     - Retain a written risk assessment where a decision is made that an individual is outside the scope of these regulations.
     - Include this assessment in the personnel file, detailing risk evaluation, control measures, and any advice sought.
10. **Employment History and References**
    - Request written information about previous employment and scrutinise for inconsistencies.
    - Seek references for all shortlisted candidates, including internal applicants, prior to interview.

- References will include specific questions regarding the applicant's suitability to work with children.

Definition of Regulated Activity

KCSIE 2026 reflects changes made by the Crime and Policing Act 2026. The previous 'supervision exemption' has been removed. A volunteer in a school role involving teaching, training, instructing or supervising children on more than 3 days in a 30-day period, or overnight, is in regulated activity even where supervised. The school will determine the correct level of DBS and barred-list check in accordance with the current statutory definition before the activity begins.

Where the EYFS statutory framework applies, staff or volunteers must not begin work in the relevant EYFS provision until the school has received the required enhanced DBS certificate including barred-list information.

Regulated activity includes roles where an individual is:

- Regularly teaching, training, instructing, caring for, or supervising children in a school setting.
- Engaged in paid or unsupervised unpaid work that provides the opportunity for contact with children.
- Providing intimate or personal care, or overnight supervision, even if only once and regardless of supervision.

Embedding Safer Working Culture

In line with **GSWP 2022**, we promote a culture of openness, transparency, and vigilance. All staff are expected to:

- Act in the best interests of children.
- Maintain professional boundaries and avoid behaviour that could be misinterpreted.
- Self-report any conduct that may fall short of expected standards.
- Understand and follow the school's safeguarding policies, including whistleblowing and low-level concerns procedures.

Safer Recruitment and Suitability Checks Policy

Existing Staff

If concerns arise about the suitability of an existing member of staff to work with children, we will carry out all relevant checks as if the individual were a new member of staff. This includes when an individual moves from a role not involving regulated activity to one that does.

We will refer individuals to the **Disclosure and Barring Service (DBS)** if they:

- Have harmed or pose a risk of harm to a child or vulnerable adult;
- Have engaged in relevant conduct;
- Have received a caution or conviction for a relevant offence, or there is reason to believe they have committed a listed relevant offence under the **Safeguarding Vulnerable Groups Act 2006**;
- Meet the criteria of the 'harm test';
- Have been removed from working in regulated activity (paid or unpaid), or would have been removed had they not left.

Agency and Third-Party Staff

We will obtain written confirmation from any agency or third-party organisation that all required safer recruitment checks have been completed. This includes:

- Enhanced DBS checks;
- Barred list checks (where applicable);
- Verification of identity and right to work.

We will verify that the individual presenting for work is the same person on whom the checks were carried out.

Contractors

We will ensure that contractors and their employees working at the school have undergone appropriate DBS checks:

- **Enhanced DBS with barred list check** for those engaging in regulated activity;
- **Enhanced DBS without barred list check** for those not in regulated activity but who may have regular contact with children.

For **self-employed contractors**, we will obtain the DBS check directly.

Contractors who have not had the necessary checks will not be permitted to work unsupervised or engage in regulated activity under any circumstances.

We will:

- Check the identity of all contractors and their staff upon arrival;
- Ensure that self-employed individuals (e.g. music teachers, sports coaches) are not disqualified under the **Childcare (Disqualification) Regulations 2018** and the **Childcare Act 2006**;
- Retain a written record of any risk assessments and decisions where checks are deemed unnecessary, including control measures and advice sought.

We will not retain copies of DBS certificates for longer than **six months**, in line with data protection guidance.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an **enhanced DBS check with barred list information** for all volunteers who are new to regulated activity;
- Carry out a **risk assessment** when deciding whether to seek an enhanced DBS check without barred list information for volunteers not engaging in regulated activity, and retain a record of this assessment;
- Ensure volunteers are not disqualified under the **Childcare (Disqualification) Regulations 2018** and the **Childcare Act 2006**, or retain a record of our assessment where checks are deemed unnecessary.

Trainee and Student Teachers

For salaried trainee teachers employed by the school, we will carry out all necessary pre-employment checks.

For fee-funded trainees, we will obtain written confirmation from the training provider that:

- All required checks have been completed;
- The individual has been deemed suitable to work with children.

In both cases, checks will include consideration of disqualification under the **Childcare (Disqualification) Regulations 2018** and the **Childcare Act 2006**.

Governors

All governors will undergo:

- An **enhanced DBS check without barred list information**;
- An **enhanced DBS check with barred list information** if they are engaged in regulated activity;
- A **Section 128 check**, as a Section 128 direction disqualifies an individual from being a maintained school governor;
- Identity verification;
- Right to work in the UK check;
- Additional checks if they have lived or worked outside the UK.

Staff Working in Alternative Provision Settings

Where we place a pupil with an alternative provision provider, we will obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults Supervising Pupils on Work Experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will consider whether **barred list checks** are necessary for individuals supervising pupils under 16. This decision will be based on:

- The nature of the supervision;
- The frequency of the activity;
- Whether the work constitutes regulated activity.

Pupils Staying with Host Families

Where pupils are provided with care and accommodation by host families to whom they are not related (e.g. during a foreign exchange visit), we will:

- Request **enhanced DBS checks with barred list information** on host family members in the UK;
- Work with partner schools abroad to ensure similar safeguarding assurances are in place where DBS checks cannot be conducted.

10. Safeguarding Policies and Procedures/Legal Responsibilities and duty to share information

At our school, safeguarding is everyone's responsibility. We are committed to ensuring the safety and wellbeing of all children, in line with statutory guidance including *Keeping Children Safe in Education (KCSIE)* and the *Early Years Foundation Stage (EYFS)* framework.

Our safeguarding duties include:

- **Protecting children from maltreatment**
- **Preventing impairment of children's mental and physical health or development**
- **Ensuring children grow up in safe and nurturing environments**
- **Taking action to enable all children to achieve the best possible outcomes**

Child protection is a key part of safeguarding. It refers to the actions taken to prevent children from suffering, or being at risk of suffering, significant harm.

Understanding Abuse and Neglect

- **Abuse** is a form of maltreatment. It may involve inflicting harm or failing to act to prevent harm.
- **Neglect** is a persistent failure to meet a child's basic physical and/or emotional needs, likely to result in serious impairment of their health or development.
- **Making or sharing nudes or semi-nudes includes real, digitally altered and AI-generated sexual or nude imagery involving children. Incidents will be managed as safeguarding concerns in line with KCSIE 2026 and current DfE/UKCIS guidance.**

For detailed definitions and indicators of abuse and neglect, please refer to Section 16 of this policy.

Children are defined as anyone under the age of 18

Safeguarding Partners

As outlined in KCSIE and the Children Act 2004 (as amended by the Children and Social Work Act 2017), the following three safeguarding partners work together to promote the welfare of children:

1. The **Local Authority (LA)**
2. An Integrated Care Board (ICB) for an area, any part of which falls within the local authority area

3. The **Chief Officer of Police** for the LA area

Staff Responsibilities

All staff must:

- Read and understand Part One of Keeping Children Safe in Education 2026 in full, reviewing the guidance annually. The Part One overview is a supplementary quick-reference only and does not replace Part One.
- Be familiar with our safeguarding systems, including:
    - This safeguarding and child protection policy
    - The staff code of conduct
    - The identity and role of the Designated Safeguarding Lead (DSL) and deputies
    - The behaviour policy
    - Our safeguarding response to children absent from education
- Use the online safeguarding monitoring system **CPOMS**, checking daily for alerts.
- Understand the **Family Help** process, including identifying emerging concerns, liaising with the DSL, and sharing information with professionals.
- Know how to make referrals to **Children's Social Care** and understand the statutory assessments that may follow.
- Respond appropriately to safeguarding concerns or disclosures, including issues such as **Female Genital Mutilation (FGM)**, while maintaining confidentiality and liaising with relevant professionals.
- Recognise signs of abuse, neglect, and specific safeguarding issues such as:
    - **Child Sexual Exploitation (CSE)**
    - **Child Criminal Exploitation (CCE)**
    - **Serious violent crime**
    - **Radicalisation**

Training and Updates

- All staff will complete safeguarding and child protection training at induction, including:
    - Online safety
    - Managing allegations
    - Whistle-blowing procedures
- Training will be updated regularly and aligned with statutory and local guidance.
- Staff will receive training on the government's **Prevent** strategy to identify and support children at risk of radicalisation.
- Safeguarding updates will be provided at least annually through emails, bulletins, and staff meetings.

Volunteers and contractors will receive appropriate safeguarding training where applicable.

11. Information Sharing, Confidentiality and Recording

Confidentiality is a fundamental principle in safeguarding and must be clearly understood by all staff working with children. In the context of child protection, maintaining confidentiality is essential to protect the welfare of all involved.

Key Principles

- **Need-to-Know Basis**: Information should only be shared with individuals who need it to fulfil their professional responsibilities. Unnecessary sharing must be avoided.
- **Seeking Advice**: Staff should seek guidance from the Social Care Team when appropriate. The team will liaise with the alleged abuser or, if the alleged abuser is a child, their parents.
- **Secure Storage**: All safeguarding information is stored securely, with access restricted to designated staff. Records are maintained in accordance with data protection legislation, ensuring they are:
    - Accurate
    - Up-to-date
    - Relevant
    - Secure

Transfer of Records

When a child subject to a Child Protection Plan transfers to another school, their safeguarding records will be forwarded securely to the Designated Safeguarding Lead (DSL) at the receiving school, in line with government guidance. (See page 4: *Role of the Designated Safeguarding Lead*)

Timely and Responsible Information Sharing

- Timely sharing of information is critical to effective safeguarding.
- Concerns about data protection must not prevent the sharing of information where it is necessary to protect a child.
- Data protection law does not prevent the sharing of information for safeguarding purposes. Staff must follow the statutory Information sharing to safeguard children and young people guidance, alongside KCSIE 2026 and Working Together to Safeguard Children 2026.
- Where 'special category personal data' needs to be shared, the DPA 2018 includes a lawful basis for processing under the condition of safeguarding children and individuals at risk. This allows sharing without consent if:
    - It is not possible to obtain consent,
    - It is not reasonable to expect consent to be gained,
    - Seeking consent would place the child at risk.

Staff must never promise confidentiality to a child disclosing abuse, as this may not be in the child's best interests.

Government Guidance

Staff must follow the statutory Information sharing to safeguard children and young people guidance (September 2026). The information sharing duty under section 16LA of the Children Act 2004 comes into force on 30 September 2026. If in doubt, staff should seek advice from the DSL or a deputy, but concerns about information sharing must not delay action needed to safeguard a child.

Record Keeping

- All safeguarding concerns, discussions, decisions, and rationales must be recorded on **CPOMS**, our secure online system.
- If unsure whether to record something, staff should consult the DSL.

- Non-confidential records are accessible to relevant staff. Confidential records are securely stored and accessible only to those with a professional need.
- Safeguarding records for individual children are retained for a reasonable period after the child leaves the school.

Storage and Access

- **Digital Records**: CPOMS requires two-factor authentication. Access is restricted to DSLs.
- **Paper Records**: Stored in a locked cabinet in the Headteacher's office. Access requires permission from the DSL/Deputy DSL. The key is kept in a secure location.
- Records are retained for the duration of the child's time at the school and transferred securely to the next educational setting upon departure.

External Information Sharing and Referrals

The school shares information with external agencies in accordance with **Dudley Safeguarding Procedures**.

Dudley Front Door – Child Protection Referrals

If you believe a child is suffering or likely to suffer harm, or is in immediate danger, **anyone** can make a referral.

- **Referral Process**:
    - Complete the **Request for Help and Support Form** via the Children's Services Portal
    - If the child is already allocated a social worker, contact them directly.
- **Emergency Contacts**:
    - **Children's MASH**: 0300 555 0050
    - **Out of Hours Emergency Duty Team**: 0300 555 8574

Dudley Exploitation Hub (DEx)

For children and young people at risk of exploitation:

- **Referral Process**:
    - Complete the **Exploitation Screening Tool**
    - Attach it to the **Request for Help and Support Form**

    - Submit via the Dudley Children's Portal

- **Contact**:
    - Email: CS.Hub@dudley.gov.uk
- **Additional Tools**:
    - All Age Exploitation Screening Tool
    - Partnership Information Sharing (FIB) Form

Please refer to the school's **Recruitment and Selection Policy** for record-keeping procedures related to recruitment and pre-employment checks.

12. Dealing with allegations

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

All staff must recognise that children are capable of abusing their peers. This is referred to as **child-on-child abuse** and can take many forms, including but not limited to:

- Physical abuse (e.g. hitting, kicking, biting)
- Verbal abuse
- Online abuse and cyberbullying
- Emotional abuse
- Sexual abuse and harassment
- Sexting (consensual and non-consensual sharing of nude images)
- Upskirting (now a criminal offence)
- Initiation/hazing-type violence and rituals

Responding to Allegations

- Any concern that may constitute child-on-child abuse must be recorded and reported promptly to the DSL or a deputy. Staff must not investigate safeguarding allegations themselves. The DSL will determine the appropriate response, including whether Children's Social Care and/or the police should be contacted, in line with KCSIE 2026 and local procedures.

- If escalation is required, the incident must be **logged on CPOMS** and brought to the attention of the **Designated Safeguarding Lead (DSL)** and **Headteacher**.
- In serious cases, the **Governing Body** may be informed.
- At the Headteacher's discretion, the **police** may be contacted if the situation warrants it.

Each case is unique and will be handled with sensitivity and in accordance with statutory guidance, including Keeping Children Safe in Education (2026). [gov.uk]

Preventative Measures

To minimise the risk of child-on-child abuse, Wollescote Primary School promotes an ethos of **friendship, cooperation, and respect** through:

- Assemblies and PSHE curriculum
- Peacemakers programme
- Class-based 'feelings boxes' monitored regularly
- Support from the school's **Learning Mentor** for both victims and perpetrators

Staff must never dismiss child-on-child abuse as "banter" or "children being children." All concerns must be taken seriously and acted upon appropriately.

Allegations Against Staff or Volunteers

This section applies to all adults working in the school, including supply teachers, volunteers, and contractors.

Key Responsibilities

- Allegations against staff are **not** the responsibility of the DSL.
- The **Headteacher** is responsible for managing allegations against school staff.
- If the allegation concerns the **Headteacher**, it must be reported to the **Chair of Governors**.
- If the allegation concerns the **proprietor** (in independent schools), it must be referred directly to the **Local Authority Designated Officer (LADO)**.

Referral Process

Wollescote Primary School follows the **Dudley Safeguarding People Partnership (DSPP)** procedures for managing allegations. This includes:

- **Immediate reporting** to the **LADO** within **one working day**.

- Completion of the **Managing Allegations Referral Form**.
- Submission to: allegations@dudley.gov.uk

LADO Contacts in Dudley:[dudleysafe…ing.org.uk]

- **Yvonne Nelson-Brown** – 01384 813110
- **Sukhchandan Kaur** – 01384 813066
- **General Line** – 01384 813061

If you do not have a secure email, contact the LADO by phone to make alternative arrangements.

Supply Teachers and Contractors

Schools must ensure that allegations against supply teachers are **fully investigated**, even if they are not the direct employer. Schools must:

- Follow a process akin to the disciplinary procedure.
- Inform the supply agency of the school's procedures for managing allegations.

Support and Record Keeping

- All staff have access to **Dudley Council's counselling service**.
- Allegations must be recorded and monitored for progress, fairness, and resolution.
- Outcomes may include disciplinary action, referral to the **Disclosure and Barring Service (DBS)**, or other regulatory bodies.

Multi-Agency Involvement

Where necessary, a **Position of Trust (PoT) meeting** may be convened, chaired by the LADO, involving:

- School representatives
- Police
- Children's Social Care
- HR and legal advisors

These meetings determine safeguarding actions, investigation pathways, and support for all parties involved.

Allegations Against Governors and Staff

Allegations Against Governors

If an allegation is made against any member of the Governing Body, including the **Chair of Governors**, the **Headteacher** must contact the **Local Authority Designated Officer (LADO)** immediately. This ensures the allegation is managed in line with statutory guidance and Dudley Safeguarding procedures.

Managing Allegations – General Principles

- **Swift resolution** is a priority. Unnecessary delays must be avoided.
- **Suspension** should not be the default response. All other options should be considered first.
- Allegations found to be **malicious** must be removed from personnel records.
- Pupils who make malicious allegations may have breached the school's behaviour policy and will be subject to appropriate sanctions.
- The school has a **duty of care** to all staff. Support for the individual is essential and will be provided throughout the process.
- **Confidentiality** must be maintained at all times. Information should only be shared on a need-to-know basis.

Outcomes of Allegations

Following investigation, the outcome will be categorised as one of the following:

- **Substantiated**
- **Malicious**
- **False**
- **Unsubstantiated**
- **Unfounded**

These categories are defined in Keeping Children Safe in Education (KCSIE) 2026. [assets.pub...ice.gov.uk]

Monitoring and Staff Conduct

Wollescote Primary School has robust systems in place to **monitor staff performance** and ensure compliance with safeguarding procedures and the **Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015)**.

All staff are expected to adhere to this guidance, which covers professional boundaries, appropriate relationships, and safe working practices.

Whistleblowing

Staff who have concerns about a colleague must follow the **Whistleblowing Procedures**. If concerns cannot be raised internally, staff can contact:

- **NSPCC Whistleblowing Advice Line:**
  📞 **0800 028 0285**
  📧 **help@nspcc.org.uk**
  NSPCC Whistleblowing Advice Line NSPCC Whistleblowing Advice Line[nspcc.org.uk]

Concerns About a Child

If you have concerns about a child's welfare (not necessarily immediate harm):

- Speak to the **DSL** first, if available.
- If the DSL is unavailable, speak to a member of the **Senior Leadership Team** or contact **Children's Social Care** directly.
- Complete a **Multi-Agency Referral Form (MARF)** and send it to:
  📧 MASH_Referrals@dudley.gov.uk
  📞 0300 555 0050

You may also seek advice from the **NSPCC Helpline**:
📞 0808 800 5000

Always share details of any action taken with the DSL as soon as possible.

Referral to the Disclosure and Barring Service (DBS)

If an employee is **dismissed or resigns** due to a safeguarding concern, the school has a **legal duty** to refer them to the **DBS**. This applies if:

- The individual has been removed from regulated activity.
- The individual has engaged in relevant conduct or meets the harm test.

Failure to refer without reasonable justification is a criminal offence and may result in a fine or imprisonment. [gov.uk]

Referrals can be made online via the DBS Referral Portal. DBS Referral Portal[gov.uk]

Staff Relationships and Associations

Staff must inform the school if their personal relationships or associations, inside or outside of work (including online), have implications for safeguarding children. This requirement replaces the Disqualification by Association rule, which was removed for non-domestic settings in September 2019. [gov.uk]

Single Central Record (SCR)

The **Single Central Record** is a statutory safeguarding tool. It must include:

- Identity checks
- Enhanced DBS checks and barred list checks
- Prohibition from teaching checks
- Right to work in the UK
- Overseas checks (where applicable)
- Section 128 checks (for management roles)
- Qualifications (where required)
- References and employment history
- Safeguarding training dates

The SCR must be **up-to-date, auditable**, and include **all staff, governors, volunteers, supply staff, and contractors**. [onlinescr.co.uk]

Involving Parents/Carers

In most cases, the school will discuss child protection concerns with parents/carers before contacting other agencies. Consent will be sought where appropriate. However, if doing so would increase the risk of harm to the child, the school may contact external agencies first.

Parents/carers are informed about the school's Child Protection Policy via the **school website**.

13. Low-Level Concerns

Wollescote Primary School is committed to creating a culture of openness, trust, and transparency. In line with KCSIE 2026, we recognise the importance of identifying and addressing low-level concerns about adults working in or on behalf of the school.

Definition

A **low-level concern** is any concern – no matter how small – that an adult working in the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Does not meet the threshold for referral to the Local Authority Designated Officer (LADO), but still raises questions about the adult's behaviour.

Examples may include:

- Being overly familiar with children.
- Using inappropriate language.
- Having favourites.
- Engaging in behaviour that could be perceived as grooming.

Reporting Low-Level Concerns

- All low-level concerns must be reported to the **Headteacher** or the **Designated Safeguarding Lead (DSL)**.
- Concerns about the **Headteacher** should be reported to the **Chair of Governors**.
- Reports can be made verbally or in writing and should be recorded in a secure and confidential manner.

Recording and Responding

- The Headteacher/DSL will record all low-level concerns, including:
    - Details of the concern
    - Context
    - Actions taken
    - Rationale for decisions
- Records will be kept securely and reviewed periodically to identify patterns of behaviour.

Purpose and Culture

The aim of this approach is to:

- Encourage staff to share concerns early.
- Prevent escalation to more serious safeguarding issues.
- Promote a culture of professional accountability and safeguarding vigilance.

Staff are reminded that reporting a low-level concern is a **protective measure**, not an accusation. It helps ensure that all adults working with children uphold the highest standards of conduct.

Referral

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 you to do so. If you make a referral directly you must tell the DSL as soon as possible.

The Local Authority will decide 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 are properly recorded.

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

14. Dudley Thresholds, Community-Based Early Help and Family Help

KCSIE 2026 and Working Together to Safeguard Children 2026 distinguish between universal services and community-based early help, and the targeted early help level of Family Help. Staff must be prepared to identify children who may benefit from support before statutory intervention and understand local criteria for Family Help, section 17 children in need services and section 47 child protection enquiries.

Family Help brings together targeted early help and section 17 support. The school will work with the child, family and relevant agencies, contribute to assessments and plans, and escalate concerns promptly where a child may be suffering or likely to suffer significant harm.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life—from the foundation years through to the teenage years.

When Early Help is Appropriate

If early help is appropriate, the **Designated Safeguarding Lead (DSL)** or deputy will usually lead on liaising with other agencies and setting up an **inter-agency assessment**. Staff may be required to support other professionals in this process, and in some cases, act as the **lead practitioner**.

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

Dudley's Continuum of Help and Support

Dudley's **Continuum of Help and Support** provides a shared framework for professionals to assess and respond to children's needs. It promotes a consistent approach across agencies and encourages early, collaborative intervention to prevent escalation.

The framework outlines **four levels of need**:

- **Level 1 – Universal Support**
  No referral is required. Contact **Dudley's Family Information Service** on **01384 814398** for guidance on available support.
- **Level 2 – Additional Support (Single Agency)**
  Agencies complete their own internal assessments and forward them to the

relevant **Family Centre**. Alternatively, an **Early Help Assessment** can be submitted to the appropriate **Family Centre Cluster**.

- **Level 3 – Multiple Needs (Multi-Agency)**
  Requires a coordinated response. Complete an Family Help Assessment and submit it to the relevant Family Centre Cluster.
  Refer to the DSPP Continuum of Help and Support Document (June 2025) for detailed guidance. DSPP Continuum of Help and Support Document (June 2025)[dudleysafe...ing.org.uk]
- **Level 4 – Acute Needs (Statutory/Specialist Intervention)**
  Children with significant or immediate risk may require statutory intervention under Section 17 or Section 47 of the Children Act 1989.

The document emphasises:

- **Listening to children and families**
- **Understanding lived experiences**
- **Building on strengths**
- **Working collaboratively to prevent escalation**

Children Who May Benefit from Early Help

Staff should be particularly alert to children who:

- Have disabilities or special educational needs (with or without an EHCP)
- Are young carers
- Are at risk of criminal or anti-social behaviour, gang involvement, or exploitation
- Are frequently missing from home or care
- Are at risk of modern slavery, trafficking, or radicalisation
- Live in challenging family circumstances (e.g. domestic abuse, substance misuse, adult mental health)
- Misuse drugs or alcohol
- Have returned home from care
- Are privately fostered

Extra-Familial Harm

DSLs and staff should consider risks outside the family, including:

- Sexual abuse or exploitation
- Teenage relationship abuse
- Criminal exploitation and county lines
- Serious youth violence
- Radicalisation

Legal Updates

- **Marriage Age Raised to 18 (Feb 2023)**
  It is now a criminal offence to cause a child to marry before their 18th birthday, regardless of coercion or consent. This includes unofficial ceremonies.
- **Domestic Abuse Act 2021 – Non-Fatal Strangulation/Suffocation**
  Section 75A of the Serious Crime Act 2015 introduces:
    - **Non-fatal strangulation** (Section 75A(1)(a))
    - **Non-fatal suffocation** (Section 75A(1)(b))
      These offences carry a **maximum sentence of 5 years imprisonment**.
      Defined as: "To deprive a person of air which affects their normal breathing" (CPS), including compression of the chest or covering the mouth/nose.

15. Safeguarding Through the Curriculum

Curriculum Intent

At Wollescote Primary School, safeguarding is embedded across the curriculum to ensure children are equipped with the knowledge and skills to keep themselves safe—both online and offline. The **governing body** ensures that safeguarding is taught through a **broad and balanced curriculum**, enabling pupils to:

- Recognise when they feel unsafe
- Know how to seek help
- Understand healthy relationships and boundaries
- Develop resilience and critical thinking

This is delivered through:

- **Relationships Education** (statutory for primary)
- **Health Education**
- **Personal, Social, Health and Economic (PSHE) Education**
- **Online Safety and Digital Literacy**

Online Safety

In line with KCSIE 2026, the school provides a comprehensive curriculum response to online safety, including:

- Age-appropriate teaching about online risks, privacy, and digital footprints
- Understanding how data is shared and used online
- Recognising and reporting harmful content or contact
- Promoting responsible use of technology and social media

The school ensures **appropriate filters and monitoring systems** are in place to protect pupils from harmful content, while allowing for effective teaching and learning.

Relationships and Health Education

Following the DfE statutory guidance, our curriculum covers: [gov.uk]

- **Positive relationships**: kindness, respect, honesty, and personal boundaries
- **Families and friendships**: understanding diverse family structures
- **Mental wellbeing**: recognising emotions and seeking support
- **Physical health and safety**: including basic first aid and healthy habits
- **Consent and privacy**: taught in an age-appropriate way

Teaching is sensitive, inclusive, and tailored to the needs and backgrounds of our pupils.

Whole School Approach to Safeguarding

Reasonable Force and Restrictive Intervention: any use of reasonable force or restrictive intervention will follow current statutory guidance, be necessary and proportionate, and be considered through a safeguarding lens. Staff will take particular care where a child has SEND, a disability, medical needs or known trauma, and incidents will be recorded, reviewed and communicated appropriately.

Policy Integration

All policies addressing power and potential harm—such as **bullying**, **equal opportunities**, **positive behaviour**, and **physical handling**—are interlinked to ensure a **cohesive safeguarding culture**.

Our **Child Protection Policy** is rooted in the school's ethos:

- Pupils are treated with dignity and respect
- Pupils are taught to respect others
- Pupils feel safe, have a voice, and are listened to

Training and Development

Wollescote Primary School ensures that:

- **All staff** receive annual safeguarding training, with regular updates via:
    - Online modules
    - External courses
    - In-house briefings and CPD
- **DSLs** undertake advanced safeguarding training at least every two years
- **Governors** are kept informed via the **Child Protection Link Governor**
- **Pastoral team** (Headteacher, Deputy Headteacher, SENCo) work closely with external agencies to coordinate support
- **Training records** are maintained for all staff

This aligns with KCSIE 2026, which mandates that all staff are equipped to carry out their safeguarding responsibilities effectively. [assets.pub...ice.gov.uk]

16. Types of Abuse - Definitions and Indicators of Abuse

Child abuse can take several forms. According to the UK Government's statutory guidance *Keeping Children Safe in Education*, the four main categories are:

1. **Physical Abuse**
2. **Emotional Abuse**
3. **Sexual Abuse**
4. **Neglect**

Understanding Abuse and Its Indicators

Abuse and safeguarding concerns are rarely isolated incidents. Often, multiple forms of abuse may co-exist, making it essential to consider the broader context when identifying concerns.

1. Physical Abuse

Physical abuse involves deliberately causing physical harm to a child. This may include:

- Hitting, shaking, throwing
- Poisoning, burning or scalding
- Drowning, suffocating
- Fabricating symptoms of illness or deliberately inducing illness

Possible physical indicators:

- Unexplained bruises, marks, or injuries
- Bruises in clusters, especially on the upper arms or thighs
- Cigarette burns or human bite marks
- Broken bones or scalds with splash marks
- Multiple burns with clear edges

Behavioural indicators:

- Fear of adults or reluctance to go home
- Flinching when approached or touched
- Aggression or severe temper outbursts
- Depression or withdrawn behaviour
- Running away from home
- Reluctance to change clothes (e.g. for PE)

2. Emotional Abuse

Emotional abuse is the persistent maltreatment of a child that severely impacts their emotional development. It may occur alone or alongside other forms of abuse.

Examples include:

- Making a child feel worthless, unloved, or inadequate
- Silencing or mocking a child's communication
- Imposing age-inappropriate expectations
- Preventing normal social interaction or exploration
- Witnessing domestic abuse
- Serious bullying (including cyberbullying)
- Exploitation or corruption of children

Behavioural indicators:

- Neurotic behaviours (e.g. rocking, hair twisting)
- Speech disorders or sudden changes in speech
- Self-harm
- Fear of making mistakes
- Inability to play or engage socially
- Fear of parent/carer being approached

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. It may include:

Contact abuse:

- Assault by penetration (e.g. rape, oral sex)
- Non-penetrative acts (e.g. masturbation, kissing, touching)

Non-contact abuse:

- Involving children in viewing or producing sexual images
- Encouraging sexually inappropriate behaviour
- Grooming (including online)

Sexual abuse can be perpetrated by adults or other children, and is not limited to male offenders.

4. Neglect

Neglect is the ongoing failure to meet a child's basic physical and emotional needs, which can seriously impair their health or development. It may begin during pregnancy due to maternal substance misuse and continue after birth.

Neglect may involve failure to:

- Provide adequate food, clothing, or shelter
- Protect from physical or emotional harm
- Ensure appropriate supervision
- Access necessary medical care
- Respond to emotional needs

Significant Harm

Significant Harm refers to any form of abuse, neglect, accident, or injury that seriously affects a child's health, development, or enjoyment of life. It is defined as the ill-treatment or impairment of health and development.

Domestic Abuse

Domestic abuse is any incident or pattern of controlling, coercive, threatening behaviour, violence, or abuse between individuals aged 16 or over who are, or have been, intimate partners or family members. It can include:

- Psychological
- Physical
- Sexual
- Financial
- Emotional abuse

Controlling behaviour: Actions intended to make someone dependent by isolating them, exploiting their resources, and regulating their daily life.

Coercive behaviour: A pattern of threats, intimidation, or abuse used to harm, punish, or frighten the victim.

17. Specific Safeguarding Issues

Staff will be alert to overlapping safeguarding harms, including modern slavery, financial exploitation, teenage relationship abuse (including physical, sexual and emotional abuse and stalking), and child-to-parent or caregiver abuse, alongside the specific issues set out below.

This section draws on the guidance in **Annex B** of *Keeping Children Safe in Education*, which outlines additional safeguarding concerns such as:

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Female Genital Mutilation (FGM)
- Forced Marriage
- Radicalisation
- Online Safety

Staff should remain vigilant and informed about these issues and follow school safeguarding procedures when concerns arise.

Child-on-Child Abuse

KCSIE 2026 describes child-on-child abuse as including harassment and violence. It may occur face to face or online and can include abusive, harassing, misogynistic or misandrist messages; serious physical harm or threats involving weapons; sexual harassment or violence; and the non-consensual making or sharing of nudes or semi-nudes.

Child-on-child abuse is a safeguarding issue for both the victim and the child alleged to have caused harm. The school recognises that harmful behaviour is preventable and will consider the safeguarding, support and risk-management needs of all children involved.

Allegations of abuse made against other pupils must be taken seriously and handled sensitively. For detailed guidance, refer to **Part 5 of Keeping Children Safe in Education (KCSiE)**.

We recognise that children can abuse their peers, and such behaviour will never be tolerated or dismissed as “banter”, “just having a laugh”, or “part of growing up”. Victims

must be supported, kept safe, and never made to feel that they are causing a problem by reporting abuse, sexual violence, or sexual harassment.

While child-on-child abuse can be experienced by any child, we acknowledge its **gendered nature**, with girls often being disproportionately affected. However, **all forms of child-on-child abuse are unacceptable** and will be addressed appropriately.

Safeguarding vs Behaviour Policy

Most incidents involving pupils hurting other pupils will be managed under the school's behaviour policy. However, this **safeguarding and child protection policy** applies to any allegations that raise safeguarding concerns, including where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could pose a risk to other pupils
- Is violent
- Involves coercion into drug or alcohol use
- Involves sexual exploitation, sexual abuse, or sexual harassment (e.g. indecent exposure, sexual assault, upskirting, or sharing sexually inappropriate images/videos including sexting)

Responding to Allegations

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

- **Do not investigate** the allegation yourself
- **Record the allegation** and report it immediately to the **Designated Safeguarding Lead (DSL)**
- The DSL will:
    - Contact the **Local Authority Children's Social Care** team and follow their guidance
    - Inform the **police** if the allegation involves a potential criminal offence
    - Implement a **risk assessment and support plan** for all children involved (including the victim(s), the alleged perpetrator(s), and any others affected), with a named adult available for support
    - Contact **Child and Adolescent Mental Health Services (CAMHS)** if appropriate

Preventing Child-on-Child Abuse

We are committed to minimising the risk of child-on-child abuse through:

- Challenging all forms of **derogatory or sexualised language and behaviour**, including the sharing or requesting of sexual images
- Being vigilant to **gender-specific issues**, such as sexualised or aggressive touching towards girls, and initiation or hazing-type behaviours among boys
- Embedding education around **appropriate behaviour, boundaries, and consent** within our curriculum
- Ensuring pupils know they can speak to staff **confidentially**
    - *[Insert school-specific procedures here, e.g. "via the pastoral team, worry boxes, or designated safeguarding staff."]*
- Training staff to recognise that a pupil who harms another may be experiencing abuse themselves, and that this falls within the scope of safeguarding

Making or Sharing Nudes or Semi-Nudes

Staff Responsibilities When Responding to an Incident

If you become aware of an incident involving the making or sharing of nudes or semi-nudes, including AI-generated or digitally altered images, you must:

- **Report it immediately to the Designated Safeguarding Lead (DSL)**

You must **not**:

- View, download, or share the imagery yourself, or ask a pupil to do so
- Delete the imagery or instruct the pupil to delete it
- Ask the pupil(s) involved to disclose details about the imagery — this is the DSL's responsibility
- Share information about the incident with other staff, pupils, or parents/carers
- Say or do anything that could be interpreted as blaming or shaming any young person involved

You should explain to the pupil(s) that the incident must be reported and reassure them that they will receive appropriate support from the DSL.

Initial Review Meeting

Following a report, the DSL will convene an initial review meeting with relevant staff to assess the situation. This meeting will consider:

- Whether there is an immediate risk to any pupil
- Whether a referral to the police and/or children's social care is required
- Whether it is necessary to view the imagery to safeguard the pupil (in most cases, imagery should not be viewed)
- What further information is needed to determine the appropriate response
- Whether the imagery has been widely shared and via which platforms (if known)
- Whether immediate action is needed to remove or delete images from devices or online services
- Any relevant contextual information about the pupils involved
- Whether contact with another school, college, or setting is needed
- Whether parents/carers should be informed (in most cases, they should be)

Referral Criteria

The DSL will make an immediate referral to the police and/or children's social care if:

- The incident involves an adult
- There is evidence of coercion, grooming, or blackmail, or concerns about the pupil's ability to consent (e.g. due to SEND)
- The imagery depicts sexual acts that are violent or inappropriate for the pupil's developmental stage
- The imagery involves sexual acts and any pupil depicted is under 13
- There is reason to believe a pupil is at immediate risk of harm (e.g. suicidal ideation or self-harm)

Non-Referral Pathway

If none of the above criteria apply, the DSL — in consultation with the headteacher and other appropriate staff — may decide to manage the incident internally, without involving external agencies.

If, following the initial review, a decision is made **not** to refer the incident to the police or children's social care, the **Designated Safeguarding Lead (DSL)** will carry out a further review to ensure the safety and wellbeing of all pupils involved.

Fact-Finding and Risk Assessment

- The DSL may conduct interviews with the pupils involved (where appropriate) to gather further information and assess any ongoing risks.
- If at any point there is concern that a pupil has been harmed or is at risk of harm, the DSL will make an **immediate referral** to children's social care and/or the police.

Informing Parents and Carers

- Parents and carers will be informed at an early stage and kept involved throughout the process, unless there is a clear reason to believe that doing so would place the pupil at further risk.

Referring to the Police

- If a referral to the police is required, this will be made through the school's established procedures:

Recording Incidents

- All incidents involving sexting, along with the decisions made and actions taken, will be **fully documented**.
- The school's standard record-keeping procedures, as outlined in Section 11 of this policy, apply to all incidents involving nudes or semi-nudes.

Pupil Awareness

- This policy is shared with pupils to ensure they understand the school's procedures and know what to expect if an incident occurs. This helps promote transparency, trust, and a safeguarding culture.

Female Genital Mutilation (FGM)

FGM refers to **all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs, for non-medical reasons**. It is also known as *female genital cutting*, *circumcision*, or *initiation*.

FGM is illegal in the UK under the Female Genital Mutilation Act 2003 and is recognised as a form of child abuse with serious and long-lasting physical and psychological consequences. [gov.uk]

Mandatory Reporting Duty for Teachers

Under **Section 5B of the FGM Act 2003**, any **teacher** who discovers that FGM appears to have been carried out on a girl under the age of 18 — either through **direct disclosure** or **visual evidence** — is legally required to **report this to the police personally** by calling **101**. This is a **statutory duty**, and failure to comply may result in **disciplinary action**. [neu.org.uk]

- Teachers **must not examine pupils** to confirm FGM.
- Unless explicitly instructed not to, teachers should also inform the **Designated Safeguarding Lead (DSL)** and follow local safeguarding procedures.
- Other staff members (non-teachers) who suspect or discover FGM must **report concerns to the DSL**, who will take appropriate action.

Suspected Risk of FGM

The mandatory reporting duty **does not apply** where FGM is suspected but not confirmed. In such cases:

- Staff must **not examine pupils**.
- Any concerns that a pupil may be **at risk of FGM**, or that FGM may have been carried out (including on pupils aged 18 or over), must be reported to the **DSL** immediately.
- The DSL will follow local safeguarding procedures and may refer to **children's social care**.

Training and Awareness

The DSL will ensure that all staff receive appropriate **training** to help them:

- Recognise indicators that a pupil may be at risk of FGM
- Respond appropriately and sensitively

- Understand their legal responsibilities

Indicators That FGM May Have Taken Place

- A pupil discloses that FGM has occurred
- A parent or family member discloses FGM
- The family is known to Children's Social Care for other safeguarding concerns
- A girl may:
    - Have difficulty walking, sitting, or standing
    - Spend longer than usual in the bathroom
    - Experience frequent urinary or menstrual issues
    - Avoid PE or physical activity
    - Be repeatedly or unexpectedly absent from school
    - Show signs of emotional distress or behavioural changes
    - Be reluctant to undergo medical examinations
    - Mention pain or discomfort between her legs
    - Ask for help without being explicit

Indicators That a Girl May Be at Risk of FGM

- A family history of FGM (e.g. mother or sibling has undergone FGM)
- Limited integration into UK society
- Disclosure of plans for a "special procedure" or "becoming a woman"
- Plans for a prolonged trip abroad to a country where FGM is prevalent
- Requesting help due to fear of FGM
- Talking about FGM with peers
- Missing sections in her health record ('red book') or attending travel clinics

These indicators are **not exhaustive**. Staff should always act on any concerns and follow safeguarding procedures.

Honour-Based Abuse (Including Forced Marriage)

Definition and Context

So-called *honour-based abuse (HBA)* refers to incidents or crimes committed to protect or defend the perceived honour of an individual, family, or community. It can include:

- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Breast Ironing**
- **Other harmful practices**

HBA often involves **multiple perpetrators** and is typically rooted in **family or community pressure**. It may include physical violence, emotional abuse, coercion, threats, or control. These acts are **criminal offences** and constitute **abuse**, regardless of cultural or religious justification.

All forms of HBA are treated as safeguarding concerns and will be **escalated accordingly**. Staff must remain vigilant to the possibility that a pupil may be at risk of, or may have already experienced, HBA.

Staff Responsibilities

- All staff must be alert to signs of HBA and report any concerns to the **Designated Safeguarding Lead (DSL)** immediately.
- The DSL will activate **local safeguarding procedures**, which may include referrals to **children's social care**, the **police**, or other relevant agencies.

Forced Marriage

Legal Definition

A **forced marriage** occurs when one or both parties do not give full and free consent, and where **violence, threats, or coercion** are used to compel the marriage. This includes:

- Emotional, psychological, or financial threats
- Taking someone overseas to force them into marriage (even if the marriage does not take place)
- Marrying someone who lacks the mental capacity to consent

Forced marriage is a **criminal offence** under the **Anti-social Behaviour, Crime and Policing Act 2014**, punishable by up to **seven years in prison**. Breaching a **Forced Marriage Protection Order** is also a criminal offence. [college.police.uk]

Safeguarding Response

Staff will receive training to recognise the signs of forced marriage and understand the **"one chance" rule** — the possibility that they may only have one opportunity to intervene and protect a pupil.

If a member of staff suspects that a pupil is at risk of forced marriage:

- They must speak to the pupil in a **secure and private setting**
- Concerns must be reported to the **DSL immediately**

DSL Responsibilities

Upon receiving a report, the DSL will:

- Speak to the pupil in a secure and private setting
- Activate local safeguarding procedures and refer the case to the **Local Authority Designated Officer (LADO)**
- Seek advice from the **Forced Marriage Unit**:
  - 📞 **020 7008 0151**
  - 📧 **fmu@fcdo.gov.uk**
- Refer the pupil to appropriate internal support, such as an **education welfare officer**, **pastoral tutor**, **learning mentor**, or **school counsellor**

17A.Exploitation

Child Criminal Exploitation (CCE), Including County Lines

Definition

Child Criminal Exploitation (CCE) is a form of **child abuse** where an individual or group takes advantage of an **imbalance of power** to coerce, control, manipulate, or deceive a child into criminal activity. This may be:

- In exchange for something the child needs or wants

- For the financial or other gain of the perpetrator
- Through violence or threats of violence

CCE can be perpetrated by **adults or other children**, and may occur as a **single incident** or over time. It can be **opportunistic or organised**, and may involve **physical contact or online coercion**.

County Lines

County Lines is a specific form of CCE where children are exploited by gangs or organised criminal networks to:

- Transport drugs or money across regions
- Store drugs, weapons, or cash
- Live in unsafe environments (e.g. "cuckooing" – where a vulnerable person's home is taken over)

Children may be sent far from home, often under threat, and placed in dangerous situations.

Indicators of CCE

Staff should be alert to signs that a child may be experiencing criminal exploitation, including:

- Unexplained gifts, money, or possessions
- Association with known gang members or other exploited children
- Involvement in knife crime or gang activity
- Changes in emotional wellbeing
- Drug or alcohol misuse
- Regularly missing school or coming home late
- Disengagement from education

Staff Responsibilities

If a member of staff suspects CCE:

- They must **report concerns to the DSL immediately**

- The DSL will follow **local safeguarding procedures**, including referrals to **children's social care** and the **police**, if appropriate
- Where relevant, the DSL may also refer the child to the **National Referral Mechanism (NRM)** for victims of modern slavery and trafficking [cpoms.co.uk]

Child Sexual Exploitation (CSE)

Definition

Child Sexual Exploitation (CSE) is a form of **sexual abuse** where an individual or group takes advantage of an **imbalance of power** to coerce, manipulate, or deceive a child into sexual activity. This may be:

- In exchange for something the child needs or wants
- For the financial gain or status of the perpetrator
- With or without violence or threats

CSE can involve **physical contact** (e.g. sexual acts) or **non-contact abuse** (e.g. online grooming, sharing explicit images). Children may not recognise they are being abused, especially if they believe they are in a consensual relationship.

Indicators of CSE

In addition to the indicators listed under CCE, signs of CSE may include:

- Having an older boyfriend or girlfriend
- Contracting sexually transmitted infections (STIs)
- Becoming pregnant
- Talking about sexual activity or relationships in an age-inappropriate way
- Sudden changes in behaviour or appearance

Staff Responsibilities

If a member of staff suspects CSE:

- They must **report concerns to the DSL immediately**
- The DSL will follow **local safeguarding procedures**, including referrals to **children's social care** and the **police**, if appropriate
- The DSL may also refer the child to the **NRM** if trafficking or modern slavery is suspected

18. Children Absent from Education

(Previously referred to as "Children Missing from Education")

Safeguarding and Attendance

Children who are absent from education for prolonged periods or on repeat occasions may be at risk of a range of safeguarding concerns, including:

- **Neglect**
- **Child Sexual Exploitation (CSE)**
- **Child Criminal Exploitation (CCE)**, including **County Lines**
- **Radicalisation**
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- **Mental health issues**
- **Substance misuse**

Schools must treat persistent absence as a **potential safeguarding issue**, particularly where children are already known to **children's social care**, such as those:

- With a **Child Protection Plan**
- Identified as **Children in Need**
- Who are **Looked After Children**

Being absent from education may increase existing risks within the family or community.

Legal Duties and Guidance

Schools must comply with the following statutory guidance:

- **Working Together to Improve School Attendance** (DfE, 2024)
- **Children Missing Education** (DfE, 2025)
- **School Attendance (Pupil Registration) Regulations 2024**
- **Education Act 1996**, Section 436A

These documents outline the responsibilities of schools, academy trusts, governing bodies, and local authorities in identifying and supporting children absent from education. [gov.uk]

Risk Factors for Absence

Children particularly at risk of becoming absent from education include those who:

- Are at risk of harm, neglect, FGM, or forced marriage
- Are from **Gypsy, Roma, or Traveller** communities
- Are from **migrant families** or **service personnel** families
- Are supervised by the **Youth Justice System**
- Go missing or run away from home or care
- Are withdrawn from school without a named destination
- Are subject to **elective home education** that may be unsuitable

School Responsibilities

We will follow our procedures for unauthorised absence and for children absent from education, particularly on repeat occasions, to:

- **Identify safeguarding risks**, including exploitation and neglect
- **Prevent future absence** through early intervention
- **Inform the local authority** if a child leaves the school without a named destination
- **Adhere to statutory requirements** when removing a child's name from the admission register at non-standard transition points

Staff will be trained to recognise **warning signs** and **individual triggers** that may indicate safeguarding concerns linked to absence, including:

- Travel to conflict zones
- Risk of FGM or forced marriage
- Exploitation or radicalisation

Safeguarding Action

If a member of staff suspects that a child is suffering or at risk of harm:

- They must report concerns to the **Designated Safeguarding Lead (DSL)**
- The DSL will make **reasonable enquiries** and, if necessary, an **immediate referral** to **children's social care** and/or the **police**

Further Information and Resources

- **Wollescote attendance policy**
- Children Missing Education: Statutory Guidance for Local Authorities (DfE)
- Working Together to Improve School Attendance (DfE)
- Dudley Council School Attendance Advice

Missing Pupils

Our procedures are designed to ensure that any child who goes missing is located and returned to safe, effective supervision as quickly as possible.

If a pupil goes missing, we will follow our school's **Missing Pupil Procedure**, which includes:

- Immediate efforts to locate the child on site
- Notifying the **Designated Safeguarding Lead (DSL)**
- Contacting parents/carers without delay
- Informing the police if the child cannot be found within a reasonable timeframe
- Recording the incident thoroughly, including actions taken and outcomes
- Reviewing supervision and site security to prevent recurrence

Where applicable, this procedure is aligned with Dudley's **Children Missing from Education and Children in Education other than in Registered Schools Procedure**. [westmids-d...line.co.uk]

Homelessness

Being homeless or at risk of homelessness presents a serious risk to a child's welfare. The **DSL (and deputies)** will:

- Be familiar with referral routes into the **local housing authority**
- Raise concerns at the earliest opportunity, in line with local procedures
- Make a referral to **children's social care** if the child is at risk of harm

This includes children living in temporary accommodation, sofa surfing, or facing eviction.

Children with Family Members in Prison

Around 200,000 children in England and Wales experience parental imprisonment each year. These children may face:

- Poverty
- Stigma and isolation
- Poor mental health and emotional wellbeing

Staff will be aware of these risks and provide appropriate support. The **National Information Centre on Children of Offenders (NICCO)** offers resources to help professionals mitigate negative outcomes.

Domestic Abuse

Children can be directly or indirectly affected by domestic abuse in the home. This may include:

- Witnessing violence between family members
- Experiencing emotional trauma
- Blaming themselves or being displaced from the home

Secondary schools should also be alert to domestic abuse in pupils' own relationships.

Operation Encompass

Our school participates in **Operation Encompass**, a national police and education partnership. When police attend a domestic abuse incident involving children, they notify the school's **Key Adult (usually the DSL)** before the start of the next school day. [westmidlan....police.uk]

The DSL will:

- Provide timely support based on the child's needs

- Record the incident and update safeguarding records
- Liaise with external agencies as appropriate

All staff receive training to identify and support children affected by domestic abuse.

Child-on-Child Sexual Violence and Sexual Harassment

Sexual violence and harassment can occur between children of any age or sex, and may involve:

- Individual or group abuse
- Online or offline behaviour
- Physical, verbal, or non-contact abuse

This behaviour is **never acceptable** and will be treated as a safeguarding concern.

Responding to Reports

Reports of sexual violence or harassment are often complex and require swift, sensitive action. The DSL (or deputy) will:

- Lead the response using professional judgement
- Work with children's social care and the police as needed
- Make decisions on a **case-by-case basis**, guided by *Part 5 of KCSiE* and the school's safeguarding policy

Up-skirting is now classified as a criminal offence under the **Voyeurism (Offences) Act 2019**, and is included within the definition of sexual harassment.

19.Prevent Strategy: Safeguarding Against Radicalisation and Extremism

Wollescote Primary School is committed to fulfilling its statutory duties under the **Prevent Duty**, which forms part of our wider safeguarding responsibilities. The Prevent Duty requires schools to have **"due regard to the need to prevent people from being drawn into terrorism"** under **Section 26 of the Counter-Terrorism and Security Act 2015**.

We actively promote **British values** and foster a school culture that supports **respect, tolerance, democracy, the rule of law, individual liberty**, and **equality of**

opportunity. Extremist ideologies are incompatible with these values and pose a threat to community cohesion and pupil wellbeing.

Our Strategic Objectives

Our school's approach to preventing radicalisation and extremism is built around five key objectives:

1. **Promote and reinforce British values** and provide opportunities for open, respectful debate.
2. **Support social cohesion** through inter-faith and inter-cultural dialogue and active citizenship.
3. **Ensure pupil safety**, creating an environment free from bullying, harassment, and discrimination.
4. **Provide support and guidance** for pupils who may be vulnerable to radicalisation.
5. **Ensure staff and pupils understand their roles** in preventing terrorism and radicalisation.

Prevent Single Point of Contact (SPOC)

All schools must identify a **Prevent SPOC**, who leads on safeguarding individuals from radicalisation and terrorism. At Wollescote Primary School, the SPOC is:

JWalker – Designated Safeguarding Lead (DSL)

The SPOC is responsible for:

- Ensuring staff are aware of Prevent responsibilities
- Liaising with external agencies, including the **Channel programme**
- Coordinating referrals and safeguarding actions
- Attending Channel meetings and implementing agreed support plans

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Definitions

- **Radicalisation**: The process by which a person comes to support terrorism or extremist ideologies.

- **Extremism**: Vocal or active opposition to fundamental British values. This includes calls for the death of members of the armed forces.

Indicators of Vulnerability to Radicalisation

Pupils may be vulnerable due to a range of personal, social, or environmental factors. Indicators include:

- **Identity Crisis**: Disconnection from cultural or religious heritage
- **Personal Crisis**: Isolation, low self-esteem, or family tensions
- **Personal Circumstances**: Migration, community tensions, or discrimination
- **Unmet Aspirations**: Feelings of injustice or rejection
- **Criminality**: Involvement with criminal groups or poor reintegration
- **Special Educational Needs**: Difficulty with empathy, social interaction, or understanding consequences

These indicators do **not automatically mean** a child is at risk, but they may warrant further attention.

High-Risk Factors

More critical signs may include:

- Contact with extremist recruiters
- Accessing extremist websites or literature
- Expressing extremist views or justifying violence
- Seeking to join extremist groups
- Significant changes in behaviour or appearance
- High levels of social isolation

Channel Programme

Channel is a multi-agency safeguarding programme led by the **West Midlands Counter-Terrorism Unit**. It provides early intervention for individuals at risk of being drawn into terrorism.

The SPOC will:

- Refer cases to Channel where appropriate
- Attend Channel panel meetings
- Implement and monitor support plans
- Share relevant information with the Channel Coordinator

Implementation and Review

- This policy will be reviewed annually and discussed at the **Full Governing Body meeting**.
- All staff will receive **Prevent training** and be made aware of this policy.
- The policy will be integrated into the school's wider safeguarding framework.

20. Mental Health and Safeguarding

At Wollescote Primary School, we recognise that mental health is a key component of safeguarding. Mental health difficulties can, in some cases, be an indicator that a child has experienced or is at risk of experiencing abuse, neglect, exploitation, or other forms of harm.

Staff Responsibilities

All staff are expected to:

- **Be alert to signs that a child may be experiencing mental health difficulties**
- **Understand that mental health concerns may present as changes in behaviour, mood, attendance, or academic performance**
- **Take immediate safeguarding action if a mental health concern is also a safeguarding concern**
- **Discuss any non-safeguarding mental health concerns with the Designated Safeguarding Lead (DSL) to agree on appropriate next steps**

Staff are not expected to diagnose mental health conditions but must be able to identify concerns, respond appropriately, and refer where necessary.

Promoting Positive Mental Health and Resilience

In line with KCSiE paragraph 44, our school promotes positive mental health through:

- **A whole-school approach to wellbeing**
- **Embedding mental health education in the curriculum**
- **Creating a safe, inclusive, and respectful school environment**
- **Providing access to pastoral support and external services**
- **Training staff to understand the link between mental health and safeguarding**

We follow the DfE guidance on mental health and behaviour in schools, which outlines how to identify children with possible mental health problems and how to support them effectively. [gov.uk]

Referral and Escalation Procedures

If a child is identified as having a mental health concern:

- **Staff must record and report the concern to the DSL**
- **The DSL will assess the concern and determine whether it meets the threshold for a safeguarding referral**
- **Where appropriate, the DSL will refer the child to Children and Young People's Mental Health Services (CYPMHS) or other external agencies**
- **The DSL will work with parents/carers and professionals to ensure the child receives appropriate support**

Contextual Safeguarding Considerations at Wollescote Primary School

Certain situations may present heightened risks to mental health and safeguarding. These include, but are not limited to:

- **Physical intervention**
- **Personal or intimate care**
- **Changing for PE or swimming**
- **One-to-one working**
- **Overnight stays or boarding arrangements**
- **Host families or private fostering**
- **School dogs or therapy animals**

- **Pupils taught off-site**
- **Elective Home Education (EHE)**
- **Persistent absence or episodes of going missing**
- **Young carers**
- **Children of parents with mental health issues**
- **Children involved in the court system**
- **Children with family members in prison**

Staff will be trained to recognise the individual triggers and risk factors associated with these contexts and respond appropriately.

21. LGBT+ Pupils

At Wollescote Primary School, we recognise that some pupils may be more vulnerable due to their sexual orientation or gender identity. This vulnerability may arise from:

- **Homophobic, biphobic, or transphobic bullying**
- **Negative responses from family members or peers**
- **Increased risk of self-harm, suicidal ideation, or homelessness**
- **Greater susceptibility to Child Sexual Exploitation (CSE), as evidenced in national studies**

Staff will be trained to understand these risks and respond appropriately. We are committed to:

- **Creating an inclusive and respectful school environment**
- **Promoting equality and celebrating diversity**
- **Ensuring pupils know how to access support**
- **Challenging discriminatory behaviour and language**

Support will be tailored to individual needs, and referrals to external services will be made where appropriate

22. Online Safety and Internet Usage

KCSIE 2026 – Online Safety, Generative AI and Mobile Technology

The school recognises that technology is a significant component of many safeguarding and wellbeing issues. Online safety is considered through the four areas of risk: content, contact, conduct and commerce. Safeguarding education and staff training will reflect emerging risks, including the safe and effective use of generative artificial intelligence.

The making or sharing of nudes or semi-nudes includes images that are digitally altered or wholly generated using artificial intelligence, including 'deepfakes' or 'deep nudes'. Any incident involving such imagery requires a safeguarding response, whether the sharing is described as consensual or non-consensual.

The school maintains a mobile phone policy/clear expectations for mobile technology and reviews how personal devices, school devices and AI-enabled services may create safeguarding, privacy or information-security risks.

Filtering and monitoring effectiveness will be reviewed at least once every academic year by the senior leader responsible for filtering and monitoring, supported by the DSL and IT support. Reviews will include checks that filtering works appropriately on all internet-connected devices in relevant locations, and a record of the checks and actions will be retained.

E-safety refers to the safe and responsible use of technology, including the internet, mobile devices, and wireless communication. It is essential that pupils are educated about both the benefits and risks of digital technologies.

Policy Integration

Our E-Safety Policy works in conjunction with:

- **Safeguarding and Child Protection**
- **Behaviour and Anti-Bullying**
- **Mobile Phone and Data Protection**
- **Image Consent and Security**
- **Email Security and Etiquette Guidance**

Monitoring and Oversight

We monitor the effectiveness of our E-Safety Policy through:

- **Logs of reported incidents**
- **Broadband activity reports**

- **Internal network monitoring**

Internet Access and Responsibilities

- **All staff must read and sign the Staff Acceptable ICT Use Agreement**
- **Pupils receive supervised internet access**
- **Parents are provided with the Pupil Acceptable ICT Use Agreement**
- **Any discovery of inappropriate content must be reported to the E-Safety Coordinator and Network Manager**
- **Pupils and staff must comply with copyright law**
- **Pupils are taught to critically evaluate online content**

Filtering and Forensic Monitoring- Smoothwall

We work with our Internet Service Provider to ensure robust filtering systems are in place to detect and block harmful or inappropriate content. This includes forensic monitoring to identify safeguarding risks.

Cyber Security

All staff complete annual cyber security training, and at least one governor (A Hudson) is trained in cyber security.
Further guidance: National Cyber Security Centre – Education

Smoothwall Monitoring and Filtering Policy

Wollescote Primary School uses Smoothwall as its designated filtering and monitoring solution to safeguard pupils and staff from exposure to harmful, inappropriate, and illegal online content. This system is a key component of our digital safeguarding strategy and supports our statutory duties under *Keeping Children Safe in Education (KCSiE)* and the *Prevent Duty*.

Purpose and Scope

Smoothwall provides both preventative filtering and reactive monitoring:

- **Filtering blocks access to illegal, inappropriate, or harmful content before it is encountered.**
- **Monitoring tracks user activity and generates alerts or reports based on concerning behaviour, allowing timely intervention.**

This policy applies to all users of school devices and networks, including pupils, staff, and visitors.

23. Children in Care (CiC)

The Designated Teacher for Looked After Children at Wollescote Primary School is Mrs J Walker. She is responsible for promoting the educational achievement of children who are looked after and previously looked after.

Responsibilities Include:

- **Working closely with the Virtual School Head to ensure effective use of Pupil Premium Plus funding**
- **Ensuring staff have relevant information about the child's legal status, care arrangements, and contact details**
- **Ensuring the DSL has up-to-date information about the child's social worker and virtual school head**
- **Responding swiftly to safeguarding concerns**
- **Supporting the development and implementation of Personal Education Plans (PEPs)**
- The current **Virtual School Head for Dudley Council** is **Emma Thomas**.

Children with Special Educational Needs and Disabilities (SEND)

We recognise that pupils with SEND may face additional safeguarding challenges. These include:

- **Misinterpreting signs of abuse as symptoms of their condition**
- **Increased risk of social isolation**
- **Greater vulnerability to bullying and exploitation**
- **Communication barriers that may prevent disclosure**

Staff will be trained to:

- **Recognise and explore safeguarding concerns without assumptions**
- **Provide tailored support and communication strategies**
- **Work collaboratively with families and external professionals**
- **Ensure safeguarding procedures are inclusive and accessible**

Safeguarding Children and Child Protection Policy 2026-2027

Supporting Documents

The following documents and resources underpin our safeguarding policy and practice:

- Dudley Safeguarding Children ProceduresDudley Safeguarding People Partnership procedures
- Dudley Safeguarding People Partnership (DSPP)
- Keeping Children Safe in Education (KCSiE) – September 2025Keeping Children Safe in Education (KCSIE) 2026 – effective from 1 September 2026
- Working Together to Safeguard Children – Statutory Guidance
- Safer Working Practice Guidance – Safer Recruitment Consortium
- DfE Guidance on Mental Health and Behaviour in Schools
- **Online Safety and Filtering Guidance – UK Safer Internet Centre**
- **Prevent Duty Guidance for Schools**

Useful Contacts

These contacts are displayed on safeguarding posters throughout the school and are available to all staff:

Dudley Safeguarding Contacts

- **Children's Single Point of Access / MASH**
  📞 **0300 555 0050**
  📧 **MASH_Referrals@dudley.gov.uk**
- **Emergency Duty Team (Out of Hours)**
  📞 **0300 555 8574**

Appendix 1: Dealing with a Disclosure of Abuse

When a child discloses abuse, it is essential that staff respond with sensitivity, professionalism, and in line with statutory safeguarding procedures.

Key Principles to Remember

- **Stay calm and listen carefully.**
- **Do not show shock, anger, or disbelief.**
- **Reassure the child that they have done the right thing by speaking to you.**
- **Do not promise confidentiality. Explain that you will need to share the information with the Designated Safeguarding Lead (DSL) to help keep them safe.**
- **Be honest and transparent about who you will tell and why.**
- **Take the child seriously. Reassure them that they are being taken seriously and that they will be supported and kept safe. Do not make assumptions about the accuracy of the account or investigate it yourself.**
- **Affirm that it is not their fault.**
- **Avoid leading questions. Use open-ended prompts such as "Can you tell me more?"**
- **Do not investigate. Your role is to listen and report.**
- **Do not make comments about the alleged perpetrator.**
- **Be aware that the child may retract their disclosure. Record what was said regardless.**
- **Use the child's own words when recording the disclosure.**
- **Do not label the experience as dirty, naughty, or bad.**
- **Praise the child for their courage in speaking up.**
- **Reiterate who you will tell and what will happen next.**

Recording the Disclosure

- **Record the disclosure as soon as possible using the child's exact words.**
- **Include any questions you asked, but avoid interpretation or opinion.**

- **Teaching and office staff must record the incident on CPOMS.**
- **Non-teaching staff should complete the yellow 'Cause for Concern' form (Appendix 3) and hand it directly to the DSL or Headteacher.**

Important Notes

- **It is not the role of education staff to seek disclosures. Staff should:**
  - **Observe signs that something may be wrong**
  - **Ask appropriate questions**
  - **Be available and make time to listen**
- **Do not attempt to deal with the disclosure alone.**
  - **Clear indications or disclosures of abuse must be reported to Children's Social Care without delay by the DSL or Headteacher.**
  - **All safeguarding concerns must be recorded on CPOMS or the appropriate reporting form.**

Staff Support

Supporting a child who has disclosed abuse can be emotionally challenging. Staff will be offered support from the DSL or Headteacher following any disclosure.

Appendix 2: What to Do If You Are Concerned

Concerns Outside the Immediate School Environment (e.g. Parent or Carer)

If you have concerns about a child's welfare or safety:

1. **Report your concerns immediately to the Designated Safeguarding Lead (DSL).**
   - **The DSL will assess the situation and, if necessary, contact Children's Social Care or the Police without delay.**
2. **If the DSL is unavailable, inform the Headteacher or the most senior member of staff on site to avoid any delay in seeking advice or making a referral.**

3. **The DSL and Children's Social Care will decide whether and when to involve parents/carers.**
    - **Do not inform parents/carers if doing so would place the child at further risk.**
4. **Maintain confidentiality and share information only on a need-to-know basis.**

Making a Referral or Seeking Advice

If you believe a child is suffering or likely to suffer significant harm, or is in immediate danger, you must act without delay.

- **Where possible, speak to the DSL first to agree a course of action.**
- **If the DSL is not available, speak to a member of the Senior Leadership Team or contact Children's Social Care directly:**
    - 📞 **Dudley Single Point of Access / MASH: 0300 555 0050**
    - 🌐 **Children's Services Portal: Request for Advice and Support**
- **You may also seek advice from the NSPCC Helpline:**
  📞 **0808 800 5000**
- **If you make a referral directly, inform the DSL as soon as possible and record the action taken.**

Responding to Allegations or Suspicions About Someone Working with Children

If you suspect or are made aware of concerns about a member of staff, volunteer, or any adult working with children:

- **Do not investigate the matter yourself.**
- **Report the concern immediately to the DSL or Headteacher.**

Wollescote Primary School will:

- **Fully support and protect any staff member who reports concerns in good faith.**
- **Treat all allegations seriously and follow the Local Authority Designated Officer (LADO) procedures.**

Concerns may include:

- **Behaviour that has harmed or may harm a child**
- **Possible criminal offences against or related to a child**
- **Behaviour that indicates the person may pose a risk of harm to children**

This includes concerns about inappropriate relationships, such as:

- **Sexual relationships with a child under 18 in a position of trust (Sexual Offences Act 2003, s16–19)**
- **Grooming behaviour (e.g. inappropriate messages, gifts, socialising)**
- **Possession of sexual images of children or pseudo-photographs**

Definition of Working with Children

The term *working with children* includes all individuals—paid or unpaid—who have contact with children in the course of their role. This includes:

- **Teaching and support staff**
- **Volunteers**
- **Administrative staff**
- **Carers (including foster and adoptive carers)**
- **Any other adult working within Wollescote Primary School**

Action if There Are Concerns

Concerns About Poor Practice

- **If the concern relates to poor practice, the Headteacher will manage the issue as a misconduct matter under internal procedures.**
- **If the concern involves the Designated Safeguarding Lead (DSL) or has been inadequately handled, it must be escalated to the Headteacher or Chair of Governors, who will determine whether disciplinary action is required and what further steps to take.**

Concerns About Suspected Abuse

- **Any suspicion that a child has been abused by a member of staff or volunteer must be reported to the Headteacher immediately.**
- **The Headteacher will:**
    - **Take steps to ensure the immediate safety of the child and any other children potentially at risk**

  - **Refer the allegation to Children's Social Care and, where appropriate, the Police**
  - **Notify the Designated Officer for Managing Allegations (DO/LADO)**
- **The DSL must not investigate the allegation but must ensure it is referred appropriately.**
- **Parents/carers will be informed only after consultation with Children's Social Care, and only if it does not increase risk to the child.**

If the Allegation Involves a Safeguarding Lead or Senior Leader

- **If the DSL is the subject of the concern, report to the Headteacher.**
- **If the Headteacher is the subject of the concern, report to the Chair of Governors, who will liaise with the LADO and HR.**

Internal Enquiries and Suspension

- **The Headteacher, in consultation with the Chair of Governors, will decide whether to suspend the individual pending further investigation.**
- **Advice may be sought from:**
  - **Human Resources**
  - **Designated Officer for Managing Allegations (LADO)**

Suspension is a neutral act and does not imply guilt.

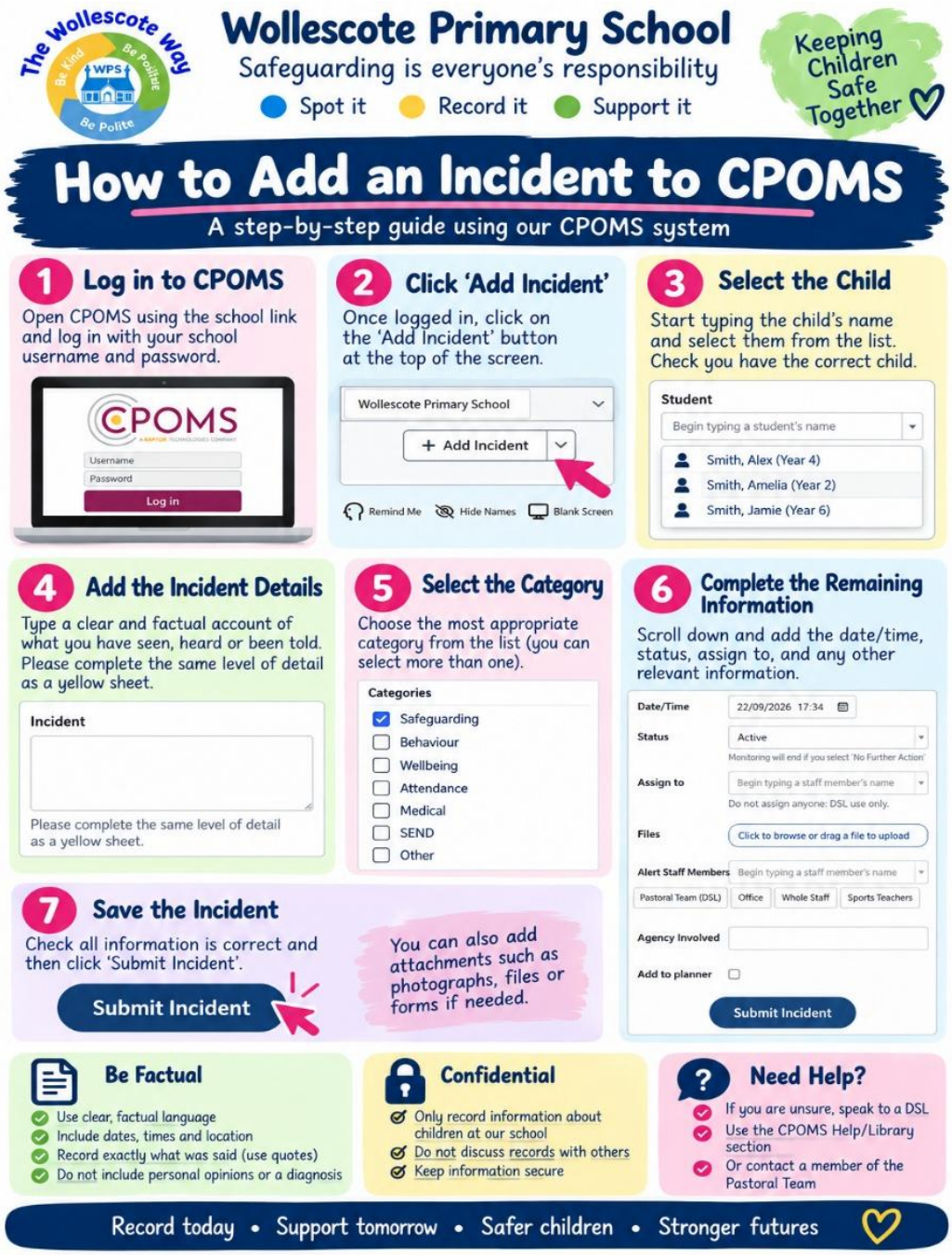
Post-Investigation Decisions

- **Regardless of the outcome of external investigations, the Headteacher and Chair of Governors must assess whether the individual can be reinstated.**
- **This decision will be based on:**
  - **The balance of probabilities**
  - **The available evidence**
  - **The welfare of the child, which remains the paramount consideration**

In cases where there is insufficient evidence for police action, the school may still take internal disciplinary steps if the concern is substantiated.

APPENDIX 3

Record Keeping

Appendix 3: CPOMS

Teacher, LSAs, Office Staff and Site team.