Westfield Primary Community School

Safeguarding and Child Protection Policy

Approved By:	**Approved by Full Governing Body**
Date:	**March 2025**
Review Date:	**September 2026**

Vision for Westfield

Together we strive to:

***Inspire** a love for our community through mutual respect, teamwork and the shared belief that anything is possible.*

***Create** a learning culture which recognises potential, celebrates achievement and respects individuality.*

***Nurture** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core.*

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Key Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
MASH (Multi Agency Safeguarding Hub)	01904 551900 01609 780780 (out of hours emergency duty team) mash@york.gov.uk	MASH (Multi Agency Safeguarding Hub)
MASH Early Help Team	01904 551900 earlyhelp@york.gov.uk	MASH Early Help Team
Channel Helpline		020 7340 7264

Westfield Primary Community School is fully committed to safeguarding and promoting the welfare of children and expects all staff, volunteers, contractors and visitors to share this commitment.

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 practitioners 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, 2024.

1. Aims

The school aims 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

2. Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023) and the Maintained Schools Governance Guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

3. Definitions

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

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

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

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

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

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

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy (relationship centred and trauma informed)
- Pastoral support system
- Planned programme of relationships and sex education (RSE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

5.1 All staff

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, contractors and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced in section 5.2 and any updates therein.

All staff will:

- Read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. They will return a declaration at the beginning of each academic year to confirm that they have reviewed and understood the guidance
- Complete all required safeguarding update training and ensure the reading and training outlined in the annual Safeguarding Checklist is completed and evidenced. Ensure weekly briefing minutes are read and understood, with particular attention to the safeguarding agenda.

All staff will be aware of:

- Their responsibility to safeguard children's wellbeing and provide a safe environment
- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct and the role and identity of the designated safeguarding lead (DSL) and deputies. They will complete annual safeguarding training and read the policies outlined in our Safeguarding Checklist.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The early help assessment process and their role in it, including identifying emerging concerns, particularly those identified in Part 1 of KCSiE. All staff should report emerging concerns that may warrant early help intervention by discussing with the DSL or another member of the safeguarding team. https://www.saferchildrenyork.org.uk/EarlyHelp
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect, trauma and adverse childhood experiences can impact on children's mental health, behaviour and education.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, staff should speak to the DSL or DDSL first to agree a course of action. In the

absence of a DSL or DDSL being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

- What to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- Provide a safe space for all pupils, including those with protected characteristics, to speak out and share their concerns.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Maintain appropriate levels of confidentiality and always act in the best interest of the child.

5.2 The Designated Safeguarding Lead (DSL) and Deputy DSLs

The DSL at Westfield Primary Community School is Lamara Taylor (Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. The school has four deputy DSLs (Claire Gomez, Maria Eland, James Griffiths and Rachel Hewston).

During term time, the optimal scenario is to have a trained DSL or DDSL available on site at all times to discuss safeguarding concerns. Where this is not possible, a trained DSL or DDSL will be available to be contacted via phone or online video.

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

- Understand and keep up-to-date with local safeguarding arrangements
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly
- Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction and adhere to the annual safeguarding checklist reading

The DSL / DDSLs will also:

- Maintain detailed, accurate and secure records of concerns and referrals on CPOMS
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings. Provide reports as required for meetings.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will ensure appropriate contributions to the preparation, implementation, and review of the plan as required.
- Keep cases of Early Help under constant review and refer them to CSCS if the situation does not appear to be improving.
- Respond to domestic abuse notifications from the local authority and provide support to children and their families as appropriate (Operation Encompass).
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support: https://www.saferchildrenyork.org.uk/professionals?categoryId=4
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- Ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have the opportunity to access to regular safeguarding supervision.
- Promote a culture of listening to children and taking account of their wishes and feelings
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

5.3 The governing board

The governing board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation and any actions/recommendations made by the Local Authority in respect to strengthening the school's safeguarding arrangements.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a link governor to monitor the effectiveness of this policy, and other related safeguarding policies, in conjunction with the full governing board. The DSL and staff governors cannot be the lead governor with responsibility for safeguarding and child protection. Lead governors should access the LA designated safeguarding governor training every three years including online safety training.
- Read Part 1 of Keeping Children Safe in Education. The governor, with lead responsibility for safeguarding, will read the document in its entirety.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has robust filtering and monitoring systems in place, and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- The school's current filtering system is managed by City of York Council and their IT contact is Leigh Farrow (leigh.farrow@york.gov.uk).

    City of York Council schools internet provision currently utilises the Smoothwall filtering solution. This is a comprehensive filtering platform using dynamic and group based filtering including new requirements around child safety/anti radicalisation. It is designed to protect schools and academies from inappropriate on-line content, as well as meeting or exceeding the current compliance and recommended safeguarding children legislation. Detailed alerts and reporting are configured to alert the Authority help-desk of an incident at a school, enabling a fast response to ensure children's safety.

- An in-school system (Classroom Cloud) is also used to monitor what pupils' are accessing online.
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Our procedures for managing low-levels concerns are detailed in the Staff Code of Conduct. The school has a separate policy for Managing Allegations of Abuse Against Staff. The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- The governing body, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure, in keeping with the requirements set out in KCSIE. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place, the provision follows safer recruitment processes and they have clear allegation management processes.

The full responsibilities of the governing body are set out in Part Two of KCSIE – The management of safeguarding. The governing body will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems that support safeguarding, including this policy, as part of their induction and understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Ensuring that all recommendations made by the Local Authority in relation to strengthening the school's safeguarding arrangements are actioned in a timely fashion.
- Communicating this policy to parents/carers via the school website
- Ensuring that the DSL/ DDSLs have the appropriate time, funding, training and resources, and that there is always adequate cover if the DSL/DDSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.
- Making decisions regarding all low-level concerns
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Checking the identity and suitability of visitors

All visitors to the school are required to verify their identity to the satisfaction of staff and must sign in using the electronic system. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them access to school.

During their time in school, all visitors are required to wear a lanyard which clearly displays their visitor's badge.

- Green lanyards: for visitors who have shared their DBS clearance with us.
- Black lanyards: for Governors who have DBS clearance
- Red lanyards: for all visitors who do not have DBS clearance or have not shared this with the school

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All visitors, without DBS clearance, will be accompanied by a member of staff at all times.

7. Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any cause for concerns immediately to a designated safeguarding lead.

Timely information sharing is essential to effective safeguarding.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

Westfield will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2024). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people, and promotes their wellbeing.

When a pupil leaves the school, the DSL/DDSL will consider whether it is appropriate to share any information with the pupil's new setting, in addition to the child protection file, that will allow the new provider to effectively support the pupil.

7.1 Information Sharing relating to Sexual Abuse or Sexual Harrassment

Where there is an allegation or incident of sexual abuse or sexual harrassment, the victim is entitled to anonymity by law. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, the school will seek advice and agree on what information will be disclosed, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies. The DSL will have to balance the victim's wishes against their duty to protect the victim and other children. The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSLs)

7.2 Working with parents and other agencies to protect children

Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of our pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact Children's Services Duty and Advice team to discuss their concerns.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals hold a discussion with parents/carers. Ideally, this would be before a final decision has been made, to ensure all support has been explored and the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

7.3 Multi-agency work

The school contributes to inter-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. Multi Agency Safeguarding Hub (MASH) is City of York's multi-agency single point of contact for all concerns about children and to make sure that children receive the right level of support.

The school will work with City of York Council child protection and early help teams in accordance with the requirements of the Children Act 1989 and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

In the best interests of our pupils, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

8. Abuse and Neglect

All staff are expected to:

- be able to identify and recognise all forms of abuse, neglect and exploitation
- know that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another
- be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms)
- be aware of the indicators of abuse and neglect and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that, in many cases, abuse and other risks will take place concurrently both online and offline.

All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, sexual harassment and sexual violence, sexting and physical abuse. All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse. These are detailed in section 9.5 of this policy.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

Types of Abuse and Neglect

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

used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. Specific forms of abuse and safeguarding issues

Our school follows the City of York safeguarding children partnership (https://www.saferchildrenyork.org.uk/) locally agreed multi-agency procedures, in circumstances where children are at risk of specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

9.1 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by

strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Teachers will deliver lessons which focus on building children's confidence and abilities rather than just simply warning them about strangers.

9.2 So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including Female Gential Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will follow local safeguarding procedures.

FGM: Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

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

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures: https://www.saferchildrenyork.org.uk/downloads/file/68/cyscp-female-genital-mutilation-practice-guidance

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
    - Having difficulty walking, sitting or standing, or looking uncomfortable
    - Finding it hard to sit still for long periods of time (where this was not a problem previously)
    - Spending longer than normal in the bathroom or toilet due to difficulties urinating

- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
    - Having a mother, older sibling or cousin who has undergone FGM
    - Having limited level of integration within UK society
    - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
    - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
    - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
    - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
    - Being unexpectedly absent from school
    - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage: forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place

- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk

9.3 Child Criminal Exploitation

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

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

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

9.4 Child Sexual Exploitation

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

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

9.5 Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two. Child-on-child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations of child-on-child abuse that raise safeguarding concerns.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will speak with the DSL / DDSL immediately.

The DSL / DDSL will follow the guidance set out in KCSIE when dealing with allegations of child-on-child abuse.

9.6 Sexual violence and sexual harassment between children in schools

Our school has a zero-tolerance approach to sexual violence and sexual harassment. Staff will respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school premises, and/or online. All staff will maintain an attitude of 'it could happen here' and recognise that even if there are there no reports, that doesn't mean that this kind of abuse is not happening.

Sexual violence and sexual harassment can occur:

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

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

Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual harassment includes, but is not limited to:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. School staff will consider when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of those aged under 18 is a criminal offence.
    - sharing of unwanted explicit content
    - sexualised online bullying
    - unwanted sexual comments and messages, including, on social media
    - sexual exploitation; coercion and threats, and
    - coercing others into sharing images of themselves or performing acts they're not comfortable with online

Sexual violence

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Note - staff should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

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

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will report their concerns to the DSL / DDSL who will take appropriate action.

9.7 Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB).

HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. Where appropriate, school staff will ensure appropriate referrals are made and support offered.

9.8 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity should immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

A number of the indicators for CSE and CCE (detailed above) may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained

- Carrying weapons
- Sudden decline in school results/engagement in learning
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

9.9 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

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

Risk factors which increase the likelihood of involvement in serious violence include:

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

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

9.10 Domestic Abuse and Operation Encompass

In April 2021, the Domestic Abuse Act 2021 introduced a statutory definition for the first time. The Domestic Abuse Act 2021 defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of

domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

Westfield Primary is part of Operation Encompass. Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school's DSL or deputy DSL, usually before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, school will make a referral to local authority children's social care if they are concerned about a child's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 999.

9.11 Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is an essential part of our safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern. Radicalisation can occur quickly or over a long period. All members of staff will receive training as part of their induction, and then further training every three years, via http://www.elearning.prevent.homeoffice.gov.uk/ to ensure they are aware of the risk indicators and their responsibilities. The school will actively assess the risk of pupils being drawn into terrorism. Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy

- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act proportionately, which may include the DSL or deputy making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

CYC Single Point of Contact:

Telephone: 01904 555742
Email: preventenquiries@york.gov.uk

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. This is not for use in emergency situations.

9.12 Homelessness

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

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise or progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in

accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

9.13 Private Fostering

Private Fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Such arrangements can come to the attention of school staff through the normal course of their interactions with children.

When the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks

9.14 Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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

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

Admissions Register: Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added or removed to the admissions register using the Pupil Movement Form (email to cme@york.gov.uk). The school will ensure that the admissions register is kept up-to-date and accurate at all times. They will encourage parents to inform school of any changes whenever they occur. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

Every effort will be made to hold two emergency contact details for each pupil.

If a parent notifies the school that their child will live at a different address, the school will record the following information on ScholarPack and a Pupil Update Form:

- The full name of the parent with whom the pupil will live
- The new address

- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

When a pupil moves to a new school, the school will use a secure internet system (School2School for CFTs and CPOMS, where possible, for Safeguarding Information) to securely transfer pupils' data. If a child is on a child protection plan, the school should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The Designated (or Deputy) Safeguarding Lead should ensure secure transit, and confirmation of receipt should be obtained.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- full name
- address
- the full name and address of any parent the pupil normally lives with
- at least one telephone number by which any parent the pupil normally lives with can be contacted in an emergency
- if applicable, the pupil's future address, the full name and address of the parent who the pupil is going to live with, and the date the pupil will start living there;
- if applicable, the name of the pupil's other school and when the pupil began or will begin to attend the school
- the reason for which the pupil's name has been deleted from the admission register.

When pupils leave and parents have not provided the school with the above information, and the school cannot contact the parents, then the child is considered to be a 'Child Missing Education'. This

means that the school and Local Authority have a legal duty to carry out investigations, which may include liaising with Children's Services, the Police and other agencies, to try and locate the child.

9.15 Attendance Routines

The school will ensure all staff understand the importance of good school attendance and are aware of their responsibilities under the school's Attendance Policy. The school has a separate Attendance Policy which all staff read as part of their induction and then annually.

Registers: Electronic registers are taken twice a day: once at the start of the school day at 8:50am, and again at the start of the afternoon session at 12:45pm (EYFS and KS1) and 1:00pm (KS2). The registers remain open for 30 minutes. The registers are completed using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024. Pupils arriving after the registers have closed will be coded U (late after registers close). Lateness is recorded and monitored so safeguarding concerns can be flagged up and investigated at the earliest opportunity.

Parents must notify the school if their child is unable to attend by 8:45am. If the school does not receive notification, it will send a text message by 9:30am requesting parents / carers to telephone the school immediately. If there is no response to this within 15 minutes, the school will telephone the first emergency contact. If school is unable to make contact, they will then call the other emergency contacts listed for the pupil. First day contact will be carried out as early as possible in the school day, in order to notify parents whose children may have set off for school, but not arrived. Action will be prioritised for vulnerable pupils.

Vulnerable Children: Children who are Looked After, subject to a Child Protection Plan, Child in Need plan, and other pupils the school have identified as vulnerable, will be known to the administration team and the Safeguarding Lead. The Children's Champions and Safeguarding Team will regularly update this list. Each morning, a DDSL will prioritise checking the attendance of the identified pupils and will follow up any absence immediately by a telephone call home, a home visit or a call to Children's Services (01905 551900) or the family's social worker.

Continuing Absence Procedures: In the event of an absence of two or more days without contact from the family, the Children's Champions / SLT will make a home visit to check on the welfare of the child. A decision will be made following this whether external services need to be notified. In some circumstances, home visits may be made on the first day of absence.

Absence without Reason: When children are absent from school, a reason must be provided. If a child returns to school from being absent and no reason has been given, the office will continue to make contact to obtain this information. If these efforts are unsuccessful, parents will be asked to collect their child from the school office at the end of the day so the reason for absence can be discussed. The correct reason for absence and appropriate code will be entered no later than five working days after the session(s) for which the pupil was absent.

When Attendance Causes Concern: Pupil absence is monitored daily. As a result, when absence begins to cause concern, swift action is taken. Our processes are detailed in the school's Attendance Policy.

10. When concerns about a pupil arise

Children's Concerns

Children have opportunities to raise concerns and these will be listened to, taken seriously and responded to.

Staff will ensure all children know their job is to keep children safe. They will regularly remind children about sharing worries or concerns with an adult in school. They will make children aware that the adults in school will listen to and protect them. Staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Staff's Concerns

Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

All safeguarding concerns must be reported. Most staff have access to CPOMs and will record their concerns using the CPOMS website. Staff who do not have access, or in the event of CPOMs being unavailable, concerns should be shared verbally with the DSL or DDSL.

All staff members are made aware of the procedure for reporting concerns, as part of their induction, and understand their responsibilities in relation to confidentiality and information sharing. Regular training and reminders will be shared with all staff through briefings, annual training days and email reminders.

If, at any point, there is a risk of immediate harm to a child, staff will speak to the DSL or a DDSL immediately before recording information on CPOMS.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

Staff are required to monitor a referral. The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. If they do not receive information from the LA regarding what action is necessary for the pupil, this must be followed up.

If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL / DDSL and stored securely on CPOMs.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately.

If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. School will initiate a safety plan in conjunction with the child and share with the parent/carer.

When responding to safeguarding concerns, staff members will always:

- act calmly and supportively
- consider the individual needs of a child
- allow pupils to speak freely
- ensure pupils feel they are being listened to and believed
- refrain from asking leading questions
- give reassuring words of comfort “You’re doing the right thing in sharing this” “I am here to help”. Do not tell them they should have told you sooner
- not be afraid of silences
- explain to pupils what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- not promise confidentiality
- make thorough records of conversations and add these to CPOMS. They will stick to the facts, and do not put their own judgement on it.

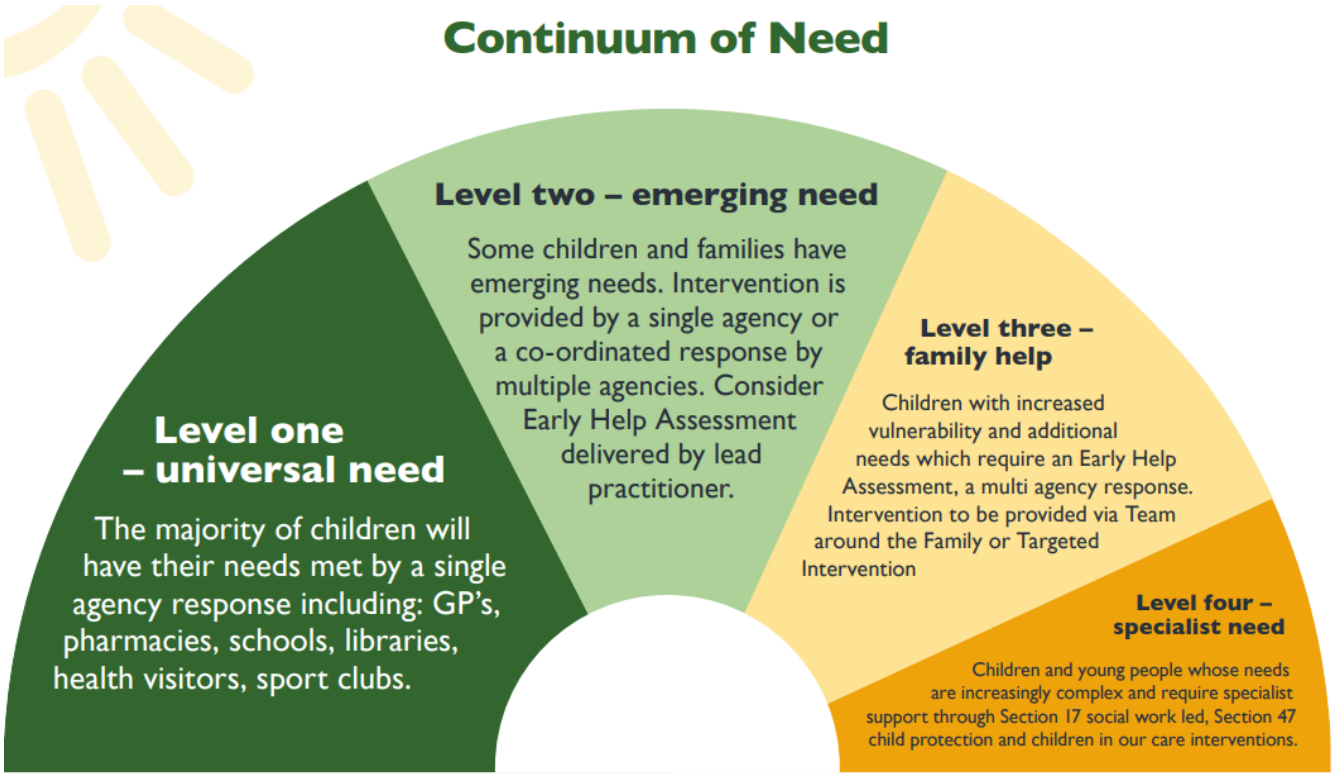
Staff will always bear in mind that some children may:

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

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

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating.

https://www.saferchildrenyork.org.uk/downloads/file/51/cyscp-guidance-on-continuum-of-need



10.1 Notifying parents or carers

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

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the MASH team before doing so.

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

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

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

10.2 Welfare Visits

When staff have concerns about a child or their family, they may undertake a welfare visit to their home. A DSL/DDSL will always carry out these visits, accompanied by another member of staff to protect both staff, pupils and their families.

If staff are required to use their own vehicle, they will ensure that appropriate car seats and relevant insurance are in place, and that the vehicle is in a road worthy condition.

If it is believed that a child or parent is at immediate risk of harm, the DSL/DDSL will ring 999 or contact the MASH team as appropriate.

Whilst undertaking a welfare visit, staff will:

- adhere to agreed risk assessments
- always take a charged mobile phone
- take place within school hours, wherever possible
- always ensure a member of staff in school is aware of the welfare visit
- avoid unannounced visits wherever possible
- never enter a home without the parent or carer's consent or when the parent is absent, except in an emergency
- always make a timely, accurate written record on CPOMS
- ensure any behaviour or situation which gives rise to concern is discussed with DSL

11. CYC Early Help Offer:

Early Help in York (**https://www.saferchildrenyork.org.uk/EarlyHelp**) aims to ensure that families who need help and support get it at the earliest opportunity and from the right people. The Early Help model is one of collaboration and brings families, professionals and systems to work together in a coordinated approach to ensure that children and their families receive the right help as needs emerge.

Any pupil may benefit from Early Help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will can also be used to address non-violent harmful sexual behaviour to prevent escalation, under the support of CSC.

All staff will be made aware of the local early help process and understand their role in it. The DSL will keep cases under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

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

If staff believe a child is suffering or likely to suffer from harm, or is in immediate danger, the DSL / DDSL will make a referral to local authority children's social care and/or the police without delay**.**

Anyone can make a referral but they must tell the DSL as soon as possible if they make a referral directly.

The reporting and referral process outlined in the flowchart overleaf will be followed accordingly.

All staff members, in particular the DSL/DDSLs, will be aware of the LA's arrangements in place for managing referrals. The DSL/DDSL will provide staff members with clarity and support where needed.

When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL/DDSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

Where necessary, the DSL/DDSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

The local authority will make a decision within one 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.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS.

Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

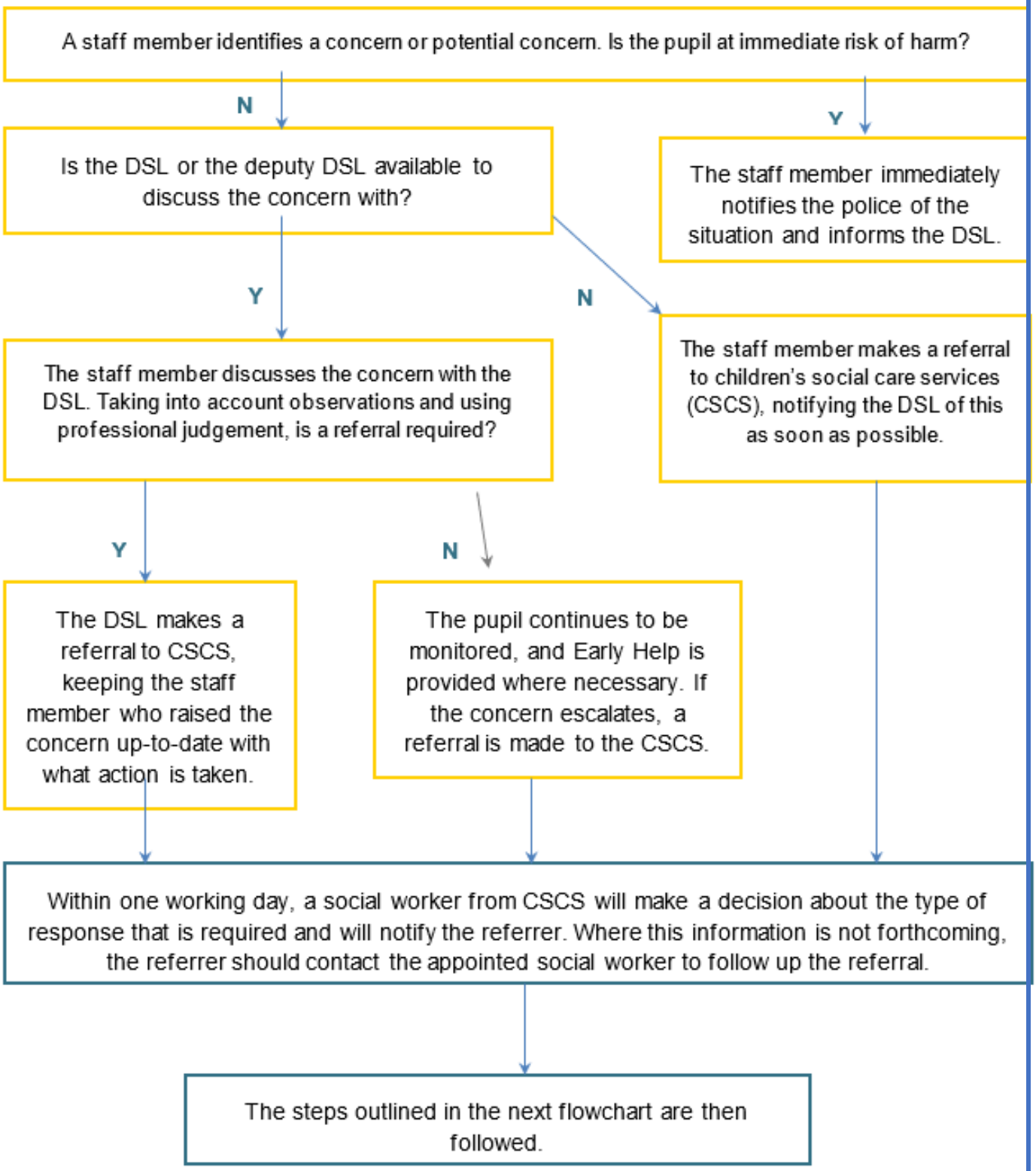
Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as offering an Early Help assessment, providing pastoral support or signposting to external agencies.

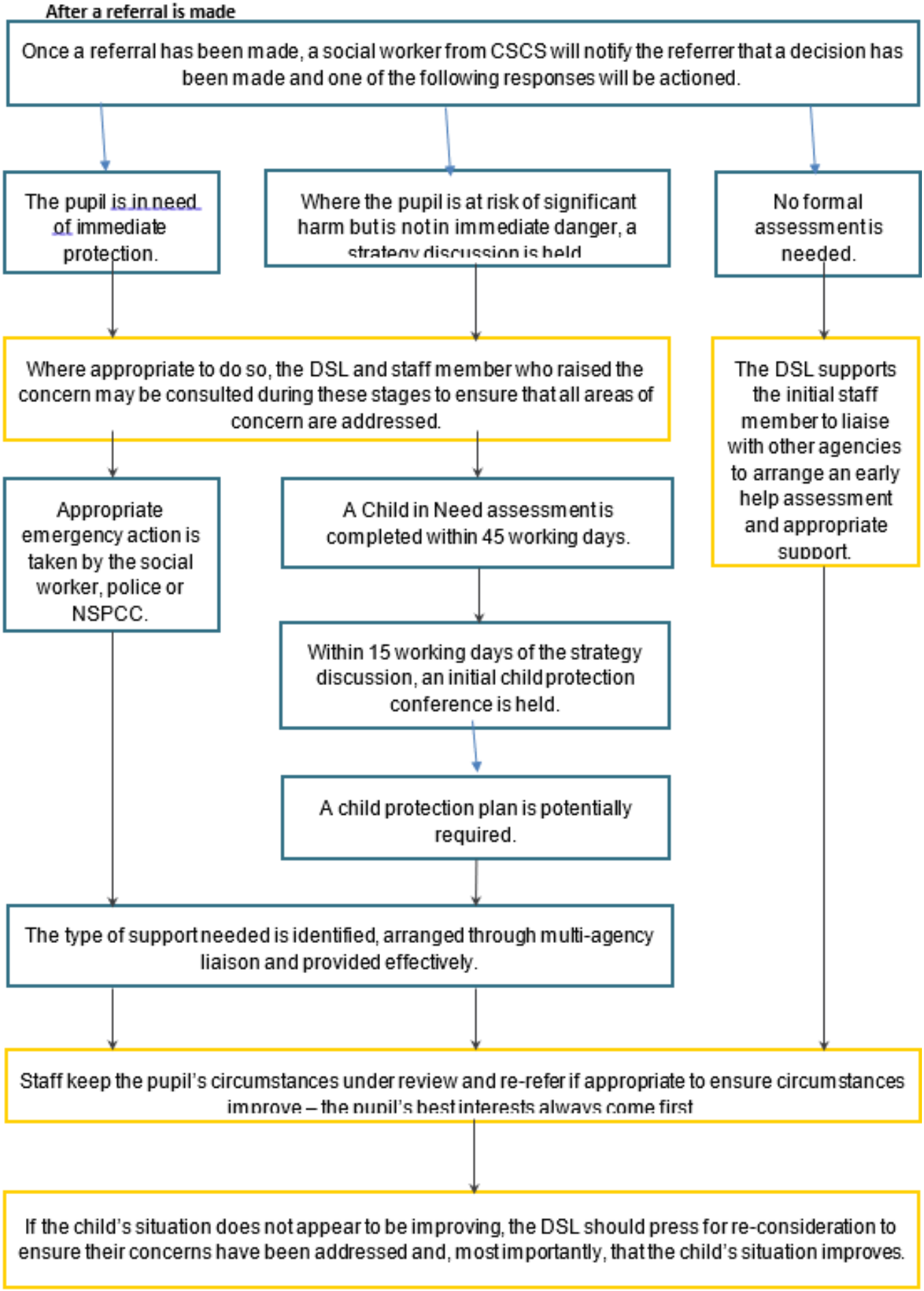
If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Discussions of concerns with parents will take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

Before a referral is made




After a referral is made
Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.
The pupil is in need of immediate protection.
Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held
No formal assessment is needed.
Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.
The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.
Appropriate emergency action is taken by the social worker, police or NSPCC.
A Child in Need assessment is completed within 45 working days.
Within 15 working days of the strategy discussion, an initial child protection conference is held.
A child protection plan is potentially required.
The type of support needed is identified, arranged through multi-agency liaison and provided effectively.
Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first
If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

13. Contextual safeguarding / Extra-Familial Harm

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts.

School staff, particularly the DSL and DDSLs, will always consider contextual safeguarding and assess pupils' behaviour to consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS, including any early help and support for the wider family.

14. Concerns about a pupil's mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will take immediate action by following the procedures outlined in the flowcharts above..

If staff have a mental health concern that is **not** also a safeguarding concern, they will speak to one of the school's trained Mental Health Leads (Rachel Hewston and Leah McQuillan) in the first instance, to agree on a course of action.

The school has a separate policy on Pupil Mental Health and Wellbeing which outlines our approach to supporting pupils. This is based on the Department for Education guidance on mental health and behaviour in schools.

15. Opportunities to Teach Safeguarding (Preventative Education)

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote children's safety and wellbeing. We will ensure that children are taught about safeguarding, including online safety, and recognise that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and pupils with SEND may be needed. Class teachers will teach children about safeguarding, including online safety, as part of a broad and balanced curriculum.

The school has a planned RSE curriculum which outlines the knowledge and understanding children will be taught in relation to healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, physical health and mental wellbeing. We use Jigsaw, Natterhub and resources from the NSPCC to deliver age appropriate content.

Staff are aware that areas of the curriculum can include or raise subject matter which is of a sensitive or political nature. They will take care to ensure discussions and materials cannot be misinterpreted, and ensure they clearly relate to identified learning outcomes.

Staff will discuss and develop expectations with pupils to ensure sensitive or controversial topics can be discussed in a safe learning environment. They will promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development and provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and

recognise where pressure from others threatens their personal safety and wellbeing. During their time at Westfield, the children will be equipped to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments. They will learn about how democracy, government and law making/enforcement occur and develop mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Staff will respond to pupils' questions with careful judgement and will take advice from the DSL where necessary.

From Year 3, boys and girls will change clothing in separate areas. Staff will ensure adequate supervision and privacy (for example, classroom blinds will be closed). Two members of staff will be present when curriculum content on puberty and other sensitive topics is delivered.

16. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. The school has a separate Online Safety policy however the key information is summarised below:

To address this, our school aims to:

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

The 4 key categories of risk

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

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

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

- Educate pupils about online safety as part of our curriculum, including but not limited to:
    - The safe use of social media, the internet and technology
    - Keeping personal information private
    - How to recognise unacceptable behaviour online

    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website. This will share clear procedures with them so they know how to raise concerns about online safety
- Closely monitor the use of mobile phones by staff in school, in accordance with the Staff Code of Conduct and Acceptable Use Policy.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.

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

Staff responsibilities when responding to an incident

If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

The DSL will refer to DfE guidance: Sharing nudes and semi-nudes: how to respond to an incident (overview) Updated March 2024.

They must not:

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

- Say or do anything to blame or shame any young people involved

DSL Responsibilities

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

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms, (this may be unknown)
- Whether immediate action should be taken to delete or remove images, or videos, from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

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

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMs.

18. Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Westfield Primary Community School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Westfield Primary Community School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

19. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, exploitation and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL or their deputy will liaise with the school's SENCO, as well as the pupil's family, where appropriate, to ensure that the pupil's needs are effectively met.

20. Alternative Provision

The school will remain responsible for a pupil's safeguarding during their time at an alternative provider. They will be satisfied that the provider meets the needs of the pupil and that the provider is registered with OFSTED.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff. The alternative provider will train staff appropriately including how to respond to safeguarding concerns and the specifics of who they should contact will be discussed during the admissions meeting.

21. Pupils with a social worker

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

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

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

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

22. Looked-after and previously looked-after children

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

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

We have appointed a designated senior leader, James Griffiths, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

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

23. Complaints and concerns about safeguarding

23.1 If staff have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, they will speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, they will make contact with the chair of governors.

The headteacher/chair of governors will follow the procedures set out either the Code of Conduct (for low-level concerns) or the school's policy on Allegations of Abuse Against Staff, if the complaint is likely to require a child protection investigation.

The school also has a separate Whistleblowing policy which covers concerns regarding the way the school safeguards pupils.

If staff believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, they will report it directly to the local authority designated officer (LADO).

https://www.saferchildrenyork.org.uk/safeguarding-information/allegations-childcare-workers-professionals

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, staff will follow our safeguarding procedures, informing the LADO, as with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of allegations and actions taken, within the necessary timescale.

23.2 Other complaints

The school has a complaints policy, which is available on the school website, which is used to handle safeguarding-related complaints of other types – for example, those related to pupils or premises.

24 Safer Recruitment, selection and pre-employment vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE. We have a separate policy Safer Recruitment Policy which outlines our procedures.

25. Record-keeping

At Westfield, we use CPOMS (Child Protection Online Monitoring System) to record safeguarding information, incidents and related paperwork.

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the rationale for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If staff are in any doubt about whether to record something, they should discuss it with the DSL.

Our records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

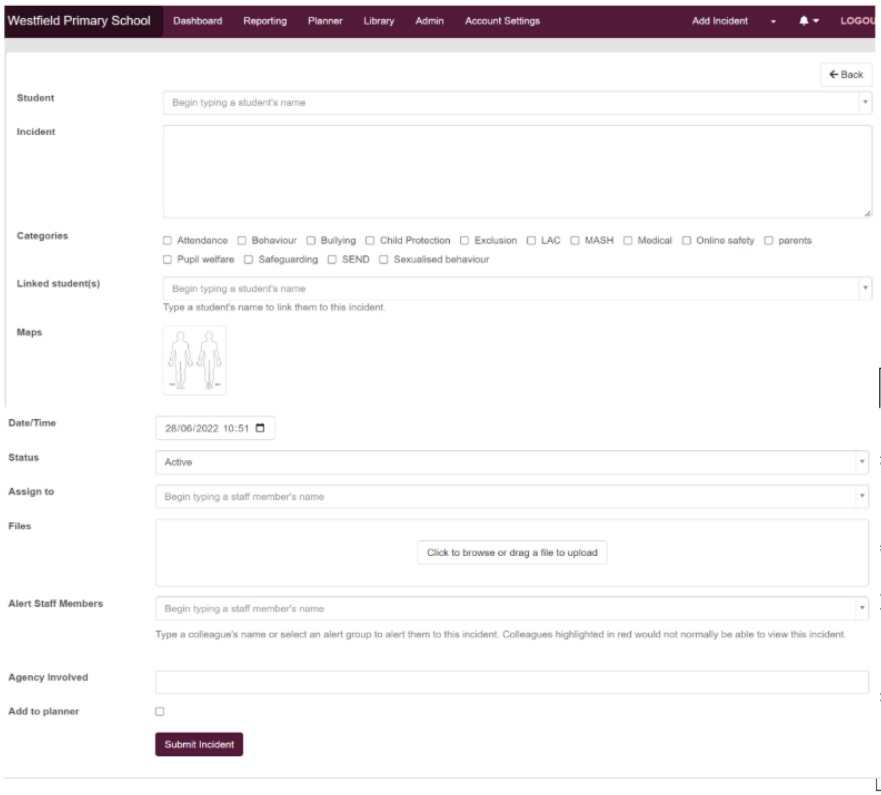
To allow the new school to have support in place when the child arrives, this should be within:

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

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

If a child leaves our school and is either educated from home, or the new school is unknown, the records will be transferred to the Local Authority for retention.

Adding an Incident To CPOMS – User Guide



INCIDENT: This should be factual and succinct whilst containing sufficient detail. Remember - who, what, when, where. Use the word 'shared', when writing what a child has said. Any action taken following an incident should be headed ACTION: and then the detail. Use children's names, ensuring accurate spelling of these.

CATEGORIES: Correct categorisation is essential for altering relevant staff, recording and monitoring. Refer to the categories sheet for info

LINKED STUDENTS: Link other pupils who were involved in the incident. Use their initials in your main report. Ensure class teacher is alerted.

MAPS: Click the body map to enlarge and then click on the body front and back map where there are injuries/marks.

DATE / TIME – Ensure you change this to reflect the correct time and date of the incident.

STATUS: Always leave this as active

FILES: Upload any related paperwork (C4C, written statements, notes, letters from agencies etc)

ALERT AND ASSIGN: Alert is who will be made aware of the incident. Assign is to allocate an action to someone.

CPOMS Categories for Recording Incidents	
Parent category	**Subcategories**
Behaviour	**Physical assault:** hitting, kicking, shaking, biting, hair pulling or causing harm in any way **Swearing:** any use of swearing. State whether directed at someone, something or used in conversation. **Ableism:** discrimination against anyone with a disability. Includes use derogatory language such as: "Are you off your meds? "You are so dumb " "You're a retard" "You're a spaz" **Homophobia:** discrimination against homosexuality. Use of direct and indirect homophobic language. EG: "Stop being so gay" "this work is gay" **Racism:** discrimination due to someone's race. This includes racist language and treating someone differently due to their race. It needs to be carefully considered before being tagged, as inquisitive questions may not have racist intent. **Transphobia:** discrimination against transsexual or transgender people. **Sexism:** discrimination against a specific sex. **SEMH:** behavioural incidents which are due to a child's SEMH needs. For example, writing "I hate myself" **Danesgate Outreach:** used for actions where Danesgate Outreach team are involved for support. **Positive Handling:** situations which require use of our Positive Handling Policy. An incident report must be completed and attached to the CPOMS entry. **Outside school** Any behaviour incident that happens outside of school.

Sexualised behaviour	**Any sexualised behaviour or comments. Where this is not deemed developmentally expected and socially acceptable behaviour, DSL / DDSL will amend the entry and tag it as HSB (Harmful Sexual Behaviour)**
Safeguarding	**Resources at home: any concerns that families are struggling with money, food etc.** **Recurring illness: constant periods of sickness etc which lead to patterns of poor attendance.** **Permission to collect: changes to collection arrangements / notification particular people are not allowed to collect.** **Court orders: if a court order is in place for a family.** **Concern: safeguarding concerns that do not fit into the above categories.**
Child Protection	**CORE: The core group is made up of family members and professionals who work together to achieve the objectives set out in a Child Protection plan.** **ICPC: Initial Child Protection Conference.** **RCPC: Review Child Protection Conference**
Pupil welfare	**Friendships: persistent issues between friendships, significant falling out/unkindness.** **Uniform: persistent lack of correct uniform, holes in clothes and incorrect footwear.** **Equipment (inc pack up): any concerns around persistently forgetting pack ups/pack ups not being nutritious, not bringing PE kit.** **Appearance: any concerns around appearance, cleanliness, any obvious changes.** **Bereavement: the loss of any significant individual in a pupil's life**

MASH	**Referral made by us:** attach copy of the referral to the incident. **Referral not made by us:** record the detail of referral shared with us **Discussion:** any contact with MASH about a pupil **LAT:** Local Area Team discussion/assessment/meeting **CIN:** Child in Need meeting/discussion **Early Help:** meeting / referral **MARAC-** Multi agency meeting to assess risks **Strategy meeting-** Professionals meeting to discuss high risk concerns and how to support the family.
Attendance	**Concern:** any patterns, unexplained or unusual absences **Discussion:** record of any discussion had with parent about attendance **Policy meeting:** refer to the attendance policy and detail the conversation and actions agreed. **CAE:** Children absent from education. Actions with Local Authority
Online Safety	**Inside school** **Outside school**
Exclusion	**Internal** **External**
Medical	**Allergy / Dietary:** **Incident:** **Information:**

Interventions	**Thrive** **SWBW: School Wellbeing Worker** **WiMT:** **Transition:**
SEND	**Parent meeting:** **CAMHS:** **EHCP:** **MSP:**
LAC	**Looked After Children: any actions, meetings, concerns or plans updated in regards to a pupil's Looked After status.**
Bullying	**Repeated behaviours that are intended to hurt someone either physically or emotionally.**
Parent dispute	**Any incident of conflict / potential conflict between or within families, and between families and staff.**

26. Safe Handover of Pupils

At the end of the school day, children will be dismissed in a calm and orderly manner. The member of staff dismissing the children will not allow them to leave the building until they recognise the person collecting the child.

All pupils from Nursery to Year 4 will be collected by a responsible adult; legal guardian, parent or nominated adult with permission given by parent/guardian. This could also include an older sibling from secondary settings, but older siblings in within school are unable to take responsibility for walking children home.

With written consent from parents, pupils in Year 5 and 6 can walk home unsupervised. If children attend after school clubs during winter months when dark, we may make a decision to request that all pupils are collected.

Children attending The Den will have their names written on the class door sheet, and will be collected by a member of staff from The Den. They will check they are on the register. Staff will hand over any significant information to The Den staff.

27. Sports Clubs and Extracurricular Activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

28. Training

28.1 All staff

All staff members will undertake safeguarding and child protection training to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will form part of induction following appointment and be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training, if applicable. Detailed in Volunteers in School Policy.

28.2 The DSL and Deputies

The DSL and 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, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

28.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

28.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures. The school's safer recruitment procedures are detailed in our separate Safer Recruitment policy.

29. Monitoring

This policy will be reviewed annually**.** At every review, it will be approved by the full governing board.

30. Links with other policies

This policy links to the following policies and procedures:

Behaviour	Health and Safety	Acceptable Use
Staff Code of Conduct (includes our school's procedures for low-level concerns)	Information / GDPR / Privacy Notices	Whistleblowing
Attendance	Online Safety	Positive Handling
Equality	Relationships and Sex Education	Allegations of Abuse Against Staff
Suspension and Permanent Exclusion	Recruitment and Selection	First Aid / Medicines in School
Allergies and Special Dietary Requirements	DBS	Intimate Care
Volunteers in School	Supporting Pupils with Medical Needs	Abusive Behaviour of Parents and Visitors
Complaints	Pupil Mental Health and Wellbeing	