Safeguarding and Child Protection Policy

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1. Audience

Any person having contact with a pupil that is on roll at a Nicholas Postgate Catholic Academy Trust school must have regard to this policy.

2. Purpose

This policy provides the overarching ethos for safeguarding and child protection within all schools of Nicholas Postgate Catholic Academy Trust. It provides the standard that must be adhered to by all staff. It has regard to the requirements of *Keeping Children Safe in Education* that provides statutory guidance for schools and colleges.

3. Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone that comes into contact with children and their families has a role to play. In order to fulfil this statutory responsibility effectively, everyone's approach to safeguarding children must be child centred.

Effective safeguarding requires all NPCAT schools and colleges to have or ensure:

- An ethos of safeguarding where there is a culture of vigilance that promotes and supports professional curiosity and professional challenge and an attitude of 'it could happen here… and probably is'. All schools should demonstrate a shared responsibility towards safeguarding practice. This ethos must be evident throughout the school, clearly visible to pupils, staff,parents and visitors.
- Safeguarding and Child Protection Procedures where each school must set out its statutory duties and procedures for staff to raise concerns, including child on child abuse.
- The building of safeguarding capacity through continuous professional development.
- Safer recruitment practice, whereby all employees, volunteers, contractors, third parties and visitors have been suitably vetted to work with children.
- In accordance with the Crime and Policing Act 2026 and the removal of the 'supervision exemption', any **volunteer** whose role involves frequently (more than 3 days in a 30-day period, or overnight) teaching, training, instructing, caring for, or supervising children is legally in regulated activity. This represents a significant change from previous guidance. **The 'supervision exemption' has been completely removed** - there are no circumstances under which a volunteer in regulated activity can be supervised as an alternative to obtaining an Enhanced DBS check with barred list information. All volunteers meeting the frequency threshold must undergo the full Enhanced DBS check before commencing their role.
- A safe perimeter around schools, that prevents unauthorised access to the school property and grounds and allows the child to learn in a safe and secure environment.
- An understanding of the risks to children from their school community and the wider local community.
- The prevention of harm and protecting children from beyond the community, in the online world, considering the breadth of issues that could expose a child to harm in relation to the content, contact, conduct and commercial aspects of their

use of technology, and the use of artificial intelligence to create child sexual abuse material.
- Regularly review the filtering and monitoring systems on school devices and networks to limit children's exposure to harmful online information.
- Assessing and managing risk in the wider community when considering the well being of pupils, including local, national and international prevailing circumstances that looks at internal and external matters and determines the most frequent and serious risks to children in the school.
- A curriculum that provides a preventative education and an age-appropriate programme, which goes hand-in-hand with risk and helps pupils to recognise, understand, cope and develop resilience to the risks around them. This must include a PSHE curriculum that provides resources for identifying and supporting children in need of extra mental health support and teacher training modules on RSE, RE or health-care topics, and non-statutory implementation guidance.
- As a relevant agency, work together with the local safeguarding partnership to develop strong and effective multi-agency arrangements. For local arrangements to be effective, schools should engage organisations and agencies that can work in a collaborative way to provide targeted support to children and families, and a child's extra-familial relationships, and the impact of any abuse/neglect on siblings (intra-familial harm).
- Effective transition planning so that children do not 'fall through the net'.
- Monitoring and evaluation systems to ensure the effectiveness of processes.
- In line with *Working Together to Safeguard Children (2026)*, schools should foster an inclusive environment where all staff are expected to possess the capability to actively identify and challenge racism, disproportionality, and discrimination rather than merely maintaining an awareness of it. Safeguarding assessments, decisions, and interventions must consciously consider how a family's cultural background, ethnicity, and past experiences with statutory services influence their engagement and trust.

4. Scope

All staff working with our children and young people, whether or not employed by the Trust, are expected to comply with the Trust ethos to safeguarding and protecting children and to have regard to the safeguarding and child protection procedures within each school. This includes all directors, governors, employees, including casual and agency staff, self-employed or contractual workers and volunteers.

Children with special educational needs or disabilities (SEND), vulnerabilities and certain health conditions can face additional safeguarding challenges. Governing bodies and NPCAT employees should recognise that additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
- 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; and
- communication barriers and difficulties in managing or reporting these challenges.

Any reports of abuse, neglect or exploitation involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND.

The school or college should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies, employees and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to, including the education of children with health needs that cannot attend school.

5. Values and Principles

Principles	**What this means for NPCAT schools**
Nurturing	Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
Perseverance	Promote children's welfare and prevent concerns from escalating.
Courage	Provide help for children. Challenging decisions, practice or actions which may not effectively ensure the safety or well-being of a child.
Ambition	Identify concerns early.
Tolerance & Respect	Always to act in the best interest of the child.

6. Requirements

All NPCAT policies and procedures in respect of safeguarding children will be up to date and in line with DFE Statutory Guidance, *Keeping Children Safe in Education*. The policy must be accessible to all staff through the schools' websites and the staff areas of the Trust's intranet.

The School Safeguarding and Child Protection Procedures must follow the Trust template and reflect the school's reporting structure where there is a safeguarding concern. The procedures will be reviewed regularly to ensure compliance with statutory requirements and good practice. The School Safeguarding and Child Protection Procedures must be made available via the schools own website.

Where there is a safeguarding concern, governing bodies and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be transparent, clear, easily understood, well promoted and easily accessible for pupils, staff, parents/carers to confidently report a concern or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The central trust is responsible for ensuring policies, procedures and training in their schools or colleges is in place and there is effective compliance, whilst the Headteacher ensures that the policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and applied by all staff.

In addition, governing bodies and the Trust's Head of Safeguarding are responsible for ensuring that legislation and guidance is adhered to by the Headteacher and senior leaders within a school and that all of the necessary safeguarding procedures are in

place within the setting. Failure to comply with Trust overarching policy in respect of safeguarding may result in disciplinary action.

The Headteacher is aware of their obligations under:

- the Human Rights Act 1998 (where it makes clear that being subjected to harassment, violence and/or abuse, may breach children's rights);
- the Equality Act 2010 (which stresses that schools and colleges must not unlawfully discriminate against pupils because of their protected characteristics, and how such pupils are supported, including making reasonable adjustments for disabled pupils, for instance taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence and sexual harassment).
- the Public Sector Equality Duty (PSED), (whereby significant decisions made or procedures developed, consideration must be given to the inequality implications of these, for example, pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination).
- the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 to process personal information fairly and lawfully and to keep the information they hold safe and secure, including protecting personal information, providing access to official information, and following good practices for preventing personal data breaches.
- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

The Trust's Head of Safeguarding also has responsibility for ensuring that Headteachers and senior leaders are held to account for all aspects of safeguarding and most importantly that all legislation, guidance and procedures work effectively in practice by the whole workforce, including that the Designated Safeguarding Lead has been given the additional time, funding, training and resources and support needed to carry out their role effectively.

Each Headteacher will be responsible for reporting to their own Local Governing Body and for providing the Trust's Head of Safeguarding with information to allow a summary of all activity to be reported to the Trust's Board, via the Catholic Life & Standards Committee.

The Trust has appointed a Lead Director for Safeguarding who, through the Trust's Head of Safeguarding, will oversee that local governors responsible for safeguarding are working effectively with each of our schools' Designated Safeguarding Leads, to ensure all our children and young people are safeguarded from harm and abuse, and that where concerns arise these are dealt with swiftly and professionally.

7. Definitions

NPCAT - Nicholas Postgate Catholic Academy Trust	A Multi-Academy Trust, sometimes referred to as 'the Trust' that encompasses all staff whether employed in schools or central services.
Trust Central Services Team	Employees of Nicholas Postgate Catholic Academy Trust with responsibilities for central services.

Directors	The members of the Trust Board of Directors of the Nicholas Postgate Catholic Academy Trust company. There is a separate code of conduct document for the Directors of the Trust.
Local Governing Body	Local Governing Body (LGB) ,or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Governors	Governors of the local governing body, or any other committee operating at a local level, i.e. an Interim Advisory Board (IAB).
Children	Includes everyone under the age of 18.
Child-centred	At all times, to consider what is in the **best interests** of the child.
Safeguarding and promoting the welfare of children	Keeping Children Safe in Education, para 3: • 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 the impairment of children's mental and physical health or development. • Ensuring that children grow up in circumstances consistent with the provision of safe and effective care. • Taking action to enable all children to have the best outcomes In addition, Working Together to Safeguard Children (pages 7-8) includes: • Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children. • Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
Generative Artificial Intelligence	AI-generated or AI-altered images is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources. The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
PSHE	Personal, Social, Health and Economic Education
RSHE	Relationship & Sexual Health Education

8. Legislation

The overarching responsibilities to safeguarding are set out in legislation, as follows:

- The Children Act 1989, provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- The Local Government Act 2000, establishes effective joint working across local authority sectors.
- The Education Act 2002 (section 175 (maintained schools), the Education (Independent School Standards) Regulation 2014 (including Academies/Free Schools) and the Education Non-Maintained Special Schools (England) Regulation 2011, sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- The Children Act 2004, established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- Children and Social Work Act 2017, set up local safeguarding partnerships and further provision about the regulation of social workers.
- Section 16LA of the Children Act 2004 (as inserted by the Children's Wellbeing and Schools Act 2026), which places a statutory duty on schools and practitioners to share relevant safeguarding and welfare information with other relevant agencies, without requiring a threshold to be met.

9. Related Policies

- NPCAT Complaints Policy.
- NPCAT Health & Safety Policy.
- NPCAT Risk Management Policy.
- NPCAT Remote Education (Online Learning) Policy.
- NPCAT ICT Systems Acceptable Use Policy (Pupils).
- NPCAT ICT Systems Acceptable Use Policy (Employees, Governors & Visitors).
- NPCAT Recruitment Policy.
- NPCAT Confidential Reporting (Whistleblowing Policy).
- NPCAT Adult Allegations and Low-Level Concerns Policy
- NPCAT Disciplinary Policy.
- NPCAT Performance Capability Policy for Headteachers.
- NPCAT Induction of New Staff Policy.
- NPCAT Social Media Policy.
- NPCAT General Data Protection Regulations Policy.
- NPCAT Exclusion Policy.
- NPCAT Primary Behaviour Policy.
- NPCAT Secondary Behaviour Policy.
- NPCAT Restrictive Physical Intervention Policy.

10. Related Procedures

- NPCAT Complaints Procedures.
- NPCAT Remote Education (Online Learning) Secondary Protocol.
- NPCAT Remote Education (Online Learning) Primary Protocol.
- NPCAT Code of Conduct for Staff.
- NPCAT Code of Conduct for Governors of a Local Governing Body.
- NPCAT Adult Allegations and Low-Level Concerns Procedures.
- NPCAT General Data Protection Regulations Procedures.

11. Standards and Guidelines

Those within NPCAT who have responsibilities defined within this policy will carry out their duties with regard to the Trust's Equality Statement and commitment to abide by the Equality Act 2010:

- Accepting our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society.

We have regard for our duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equal opportunity;
- Foster good relations.

12. Supporting Information/Websites

- DfE, Keeping Children Safe in Education: Statutory guidance for schools and colleges.
- HM Government, Working Together to Safeguard Children: A guide to multi-agency working to help, protect and promote the welfare of children.

13. Contacts

For advice on the content of this policy, please contact:

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Appendix 1: **School Safeguarding & Child Protection Procedures**

Safeguarding and Child Protection Procedures

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1. Audience

1.1 These are the safeguarding and child protection procedures for **St Paulinus Catholic Primary School**.

1.2 They apply to all staff working within the school, pupils, parents, visitors to the school and the Governing Body.

2. Purpose

2.1 These procedures inform school governors, staff and others about the expectations of effective safeguarding practice to ensure all the pupils within the school are kept safe and protected from harm.

2.2 They are intended to promote a whole school culture of vigilance where safeguarding is everyone's responsibility and staff and others work with the attitude of 'it could happen here... and it probably is'.

2.3 They explain the requirements of staff and others in dealing with child welfare concerns and the processes that must be followed to ensure that the child gets the right help at the right time.

2.4 This ensures early and additional help is readily identified to prevent an escalation in the gravity of concern for a child's needs, and that child protection concerns are acted on appropriately and in a professional manner, at all times acting in the best interests of the child.

2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, no single practitioner can have a full picture of a child's needs and circumstances. The procedures ensure everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

3. Overview

3.1 The procedures embed the policy of a culture of vigilance that is required to ensure children are kept safe. They establish the commitment of NPCAT to protecting all children, by calling attention to the potential risks that can be happening in a child's life, and explain the steps that must happen where there is a concern about a child. They promote the ethos of Catholic and Christian values where children and young people can flourish, have positive experiences and stay safe.

4. Definitions

NPCAT - Nicholas Postgate Catholic Academy Trust	A Multi-Academy Trust, sometimes referred to as 'the Trust' that encompasses all staff whether employed in schools or central services.
Safeguarding and promoting the welfare of children	Keeping Children Safe in Education, para 3: • 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 the impairment of children's mental and physical health or development.

	• Ensuring that children grow up in circumstances consistent with the provision of safe and effective care. • Taking action to enable all children to have the best outcomes In addition, Working Together to Safeguard Children (pages 7-8) includes: • Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children. • Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
5 key stages of safeguarding	1. **Recognise:** Have a clear understanding of what the different signs and symptoms of potential abuse, harm and neglect can be. Robust safeguarding training can help to spot these signs and symptoms. 2. **Respond:** If you have a safeguarding concern, it is essential that you respond appropriately and do not ignore the situation. Workplaces should have a safeguarding policy in place to help employees understand the actions they should take. 3. **Report:** Safeguarding concerns need to be reported without delay. Confidentiality is important, so only share information with those who are a part of the safeguarding process. 4. **Record**: This is the who, what, why, when and where of safeguarding. Take precise, comprehensive notes that detail everything about your safeguarding concern. You should do this as soon as possible. 5. **Refer:** It is usually the responsibility of the DSL or management to pass on safeguarding concerns to the appropriate authorities. However, if the safeguarding risk is more urgent and you suspect somebody is under immediate or severe threat, you should contact the relevant local authority or police services.
Children	Children includes everyone under the age of 18.
Looked After Child	A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.
Previously looked after child	Previously looked-after children are those who: are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society. Children who were adopted from state care elsewhere in the world are also previously looked-after children, but do not qualify for the Pupil Premium Plus.

Special Guardianship Order	Special Guardianship is an order made by the Family Court that places a child or young person to live with someone other than their parent(s) on a long-term basis. The person(s) with whom a child is placed will become the child's Special Guardian. The Adoption and Children Act 2002 introduced Special Guardianship and Special Guardianship Orders.
Private Fostering	A child is in a private fostering arrangement if: ● they live with a person who is not a close relative, and ● they are under 16 (under 18 if they are disabled) and the arrangement is for more than 28 days in a row. A close relative is a grandparent, brother or sister, uncle or aunt or step-parent.
Kinship care	Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangement, however this list is not exhaustive: (a) Informal kinship care arrangements (not approved foster care) including: i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and ● The local authority has had no major role in making the arrangement for the child; and ● Where a Family Court has not made an order in respect to the care of the child. ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative. iii. Where a 16 or 17 year old is being provided with accommodation by an individual who is not a close relative in their own home. (b) A private fostering arrangement in which someone who is not a close relative***** (of the child under the age of 16 looks after the child for 28 days or more (as per section 66(1)(a) and (b) of the Children Act 1989). *(see above in Definitions).* (c) Where a 'lives with' Child Arrangements Order****** has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent. (d) Where a Special Guardianship Order has been granted appointing a friend or family member as the child's special guardian. *(see above in Definitions).* (e) Where a child is a 'looked after child' *(see above in Definitions)* by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'): i. The child is being cared for by a friend or family member who is not their parent, and ii. The friend or family member is approved as a local authority foster carer either on a temporary basis or following full assessment.

	***** In relation to private fostering, "relative" has the meaning given in section 105 of the Children Act 1989. It includes only the following: grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership), and stepparent (a married stepparent, including a civil partner). ****** Section 8 of the Children Act 1989 -Child Arrangements Orders specify with whom a child will live, spend time, or have contact with. They essentially replace the previous residence and contact orders.
Family Help pathway	Distinguishing between Early Help and Family Help: Universal services and community-based early help: Support available to all children and families through universal services (e.g., schools, health services, youth services) Targeted early help (Family Help): More intensive, coordinated support for children and families with identified additional needs, typically involving multiple agencies working together through a formal assessment and plan Schools play a key role in identifying when children would benefit from Family Help and should work closely with the local authority and other agencies to ensure appropriate support is provided. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from Family Help, but all school and college staff should be particularly alert to the potential need for Family Help for a child who: ● is disabled or has certain health conditions and has specific additional needs • has special educational needs (whether or not they have a statutory Education, Health and Care plan) ● has a mental health need ● is a young carer ● is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines ● is frequently missing/goes missing from education, home or care, ● has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit. ● is at risk of modern slavery, trafficking, sexual and/or criminal exploitation. ● is at risk of being radicalised or exploited. ● has a parent or carer in custody, or is affected by parental offending. ● is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and

	domestic abuse • is misusing alcohol and other drugs themselves. • is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage • is a privately fostered child. • Children who are frequently or repeatedly removed from the classroom due to behavioural or emotional distress, signalling underlying, unmet welfare needs. • Children who have been placed on a part-time timetable, requiring coordinated multi-agency oversight to ensure their safety and continuity of education.
Young Carer	A child (under 18 years) that helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.
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. The persistent emotional maltreatment of a child such as to cause severe and adverse effects on their emotional development. This includes verbal abuse (such as persistent criticism, belittling, sarcastic mocking, or name-calling), which must be recognised and recorded as a potential safeguarding trigger rather than solely treated as a disciplinary or behavioural issue. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Contextual Safeguarding (extra-familial abuse)	Focuses on the fact that young people experience harm beyond their families and 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, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Extra-familiail harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (**teenage relationship abuse**), criminal exploitation, serious youth violence, county lines and radicalisation.
Intra-familial harm	Support for siblings following incidents.
Adverse Childhood Experiences (ACE's)	Stressful events occurring in childhood including • domestic violence • parental abandonment through separation or divorce • a parent with a mental health condition • being the victim of abuse (physical, sexual and/or emotional) • being the victim of neglect (physical and emotional) • a member of the household being in prison

	• growing up in a household in which there are adults experiencing alcohol and drug use problems. The term was originally developed in the USA for the Adverse Childhood Experiences survey which found that as the number of ACEs increased in the population studied, so did the risk of experiencing a range of health conditions in adulthood. There have been numerous other studies which have found similar findings including in England and Wales.
Prevent Duty	All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.
Extremism	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. **Preventing radicalisation remains under review, following the publication of a new definition of extremism on 14th March 2024**. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance[1], that aims to: 1. negate or destroy the fundamental rights and freedoms of others; or 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3. intentionally create a permissive environment for others to achieve the results in (1) or (2).
Radicalisation	The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
Terrorism	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.
Channel Panel	A voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
Child-on-Child Abuse (formerly known as Peer on Peer Abuse).	Children can abuse other children. This was formerly known as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Safeguarding Separation The school reserves the right to implement a temporary "Safeguarding Separation" to physically prevent a pupil from attending school

	premises. This is used strictly as a protective, non-disciplinary measure rather than a disciplinary sanction. It is utilised when an active risk assessment determines that a pupil's presence on site poses an immediate, serious safeguarding risk to themselves or others (for example, during active investigations into serious allegations of child-on-child abuse).
Upskirting	Where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019.
Making or sharing of nudes or semi-nudes	The sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The sharing of nude and semi-nude images, including videos and images that have been digitally altered or wholly generated using artificial intelligence (e.g., deepfakes or deep nudes). This protocol covers the creation, sending, or posting of nude or semi-nude images by young people under 18, whether self-taken, digitally altered, or AI-generated. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. The child protection policy handles procedures for both consensual and non-consensual making and sharing of nudes and semi-nudes, including those generated or altered using Artificial Intelligence (KCSIE paragraph 191). This protocol covers the creation, sending, or posting of nude or semi-nude images by young people under 18. This explicitly includes all forms of visual content, whether self-taken or digitally altered or wholly generated using Artificial Intelligence (AI), such as deepfakes or deep nudes.
Child on Child Sexual Violence and Sexual Harassment (including consent)	Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Harmful sexual behaviour (HSB) exists on a continuum and may escalate over time into sexual harassment or sexual violence if left unaddressed. *Our filtering and monitoring systems explicitly block and alert staff to online content posing safeguarding harms, including misinformation, disinformation, fake news, and conspiracy theories. Staff and student use of tech must align with the DfE guidance on Generative Artificial Intelligence (AI) in education to mitigate safety risks.*

	They can occur online and face to face (both physically and verbally) and are never acceptable. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. ● a child under the age of 13 can never consent to any sexual activity; ● the age of consent is 16; ● sexual intercourse without consent is rape, (regardless of age).
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)	Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Some of the following can be indicators of both child criminal and sexual exploitation where children: ● appear with unexplained gifts, money or new possessions; ● associate with other children involved in exploitation; ● suffer from changes in emotional well-being; ● misuse drugs and alcohol; ● go missing for periods of time or regularly come home late; and ● regularly miss school or education or do not take part in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who: ● have older boyfriends or girlfriends; and ● suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
County Lines	A term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms 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. A number of the indicators for CSE and CCE as 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: • go missing and are subsequently found in areas away from their home; • have been the victim or perpetrator of serious violence (e.g. knife crime); • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; • are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection; • are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; • owe a 'debt bond' to their exploiters; • have their bank accounts used to facilitate drug dealing.
Modern Slavery	Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses human trafficking, slavery, servitude, and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.
Cybercrime	Is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include; • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
Online Safety	The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk: **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories. **contact**: being subjected to harmful online interaction with other users; for example: 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: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying. **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). **financial exploitation and sexploitation:** Staff must remain alert to modern variants of child exploitation occurring online. This includes financial exploitation via digital fraud or online scams, and financially motivated sexual extortion ('sexploitation'), where individuals coerce children into providing intimate images under the threat of exposure or financial demands.
Generative Artificial Intelligence	Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources. The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
Domestic Abuse	The Domestic Abuse Act 2021, introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Behaviour of a person ("A") towards another person ("B") is "domestic abuse" if: (a) A and B are each aged 16 or over and are personally connected to each other, and (b) the behaviour is abusive. Behaviour is "abusive" if it consists of any of the following— (a) physical or sexual abuse; (b) violent or threatening behaviour; (c) controlling or coercive behaviour; (d) economic abuse (e) psychological, emotional or other abuse; and it does not matter whether the behaviour consists of a single incident or a course of conduct. "Economic abuse" means any behaviour that has a substantial adverse effect on B's ability to (a) acquire, use or maintain money or other property, or (b) obtain goods or services. For the purposes of this Act A's behaviour may be behaviour "towards" B despite the fact that it consists of conduct directed at another person (for example, B's child). For the purposes of this Act, two people are "personally connected" to each other if any of the following applies— (a) they are, or have been, married to each other; (b) they are, or have been, civil partners of each other;

	(c) they have agreed to marry one another (whether or not the agreement has been terminated); (d) they have entered into a civil partnership agreement (whether or not the agreement has been terminated); (e) they are, or have been, in an intimate personal relationship with each other; (f) they each have, or there has been a time when they each have had, a parental relationship in relation to the same child; (g) they are relatives.
Female Genital Mutilation (FGM)	A person is guilty of an FGM offence if they excise, infibulate or otherwise mutilate the whole or any part of a girl's or woman's labia majora, labia minora or clitoris. To excise is to remove part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the labia majora (larger outer lips). To infibulate is to narrow the vaginal opening by creating a seal, formed by cutting and repositioning the labia. (The Female Genital Mutilation Act 2003, as amended by the Serious Crime Act 2015).
Honour-based abuse	So-called 'Honour'-based abuse is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. There is no specific offence of so-called "honour-based crime". It is an umbrella term to encompass various offences covered by existing legislation. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.
Forced Marriage	Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices as a way to coerce a person into marriage. **The Marriage and Civil Partnership (Minimum Age) Act 2022.** This Act raises the age of marriage and civil partnership to 18 in England and Wales to protect children from the risks of exploitation or a forced marriage. It also has the benefits of working towards the world's target to eliminate child marriages by 2030.
Children who are absent from education	Children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, socalled 'honour'-based abuse or risk of forced marriage.

	Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.
Homelessness	You may be legally homeless if: • you have no legal right to live in accommodation anywhere in the world; • you cannot get into your home, for example your landlord has locked you out; • it is not reasonable to stay in your home, for example you are at risk of violence or abuse; • you are forced to live apart from your family or people you normally live with because there's no suitable accommodation for you; • you are living in very poor conditions such as overcrowding. In England, your council must help if you're legally homeless or will become homeless within the next 8 weeks.
Mental Health	Refers to a person's emotional, psychological and social well being. A person's mental health can change on a daily basis and over time, and can be affected by a range of factors.
Reasonable Force	The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
CPOMS	Child Protection Online Management System. CPOMS is a software solution that allows quick, easy and secure recording of the information for a child in one place.
MACH/MASH	Multi-Agency Children's Hub/Multi-Agency Support Hub that provides triage and multi-agency assessment of safeguarding concerns in respect of vulnerable children. It brings together professionals from a range of agencies into an integrated multi-agency team.

5. Responsibilities

5.1 All Staff

5.1.1 All staff must ensure their approach to safeguarding is child-centred. This means that they should consider, at all times, what is in the best interests of the child. They must never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. The child protection policy handles procedures for both consensual and non-consensual making and sharing of nudes and semi-nudes, including those generated or altered using Artificial Intelligence (KCSIE paragraph 191). All staff members (including trainee teachers, supply staff, and contractors) are required to read, understand, and sign **Part One in**

full of Keeping Children Safe in Education. **The condensed version (Annex A) is no longer available and must not be used.** All staff must also read Part Five.

5.1.2 All staff must provide a safe environment in which children can learn by:

- Being aware of the indicators of abuse, neglect and exploitation.
- 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. The school will take an active role in protecting children from serious violence as a safeguarding concern, ensuring information is shared early and targeted support is provided to those identified as at risk (KCSIE paragraphs 49 to 52).
- Staff must remain alert to early indicators of safeguarding risks or mental health distress, including sudden behavioral shifts, ongoing difficulty sleeping, social withdrawal, or neglect of personal care, and report these to the DSL immediately.

Mental Health as a Safeguarding Concern: Staff must understand that mental health problems can, in some cases, develop into safeguarding concerns, including:

- Self-harm
- Suicidal ideation
- Risk of suicide

Warning signs staff should look out for include:

- Significant changes in behaviour
- Difficulty sleeping
- Physical signs of self-harm (e.g., unexplained cuts, burns, or bruises)
- Social withdrawal or isolation
- Decline in academic performance
- Changes in eating habits
- Expressing feelings of hopelessness

If a child is in immediate danger:

- Call 999 immediately
- Take the child to A&E if they are at immediate risk of harm
- Inform the DSL as soon as possible

Staff are not expected to diagnose mental health problems, but they have an important role in identifying pupils who may be experiencing difficulties and ensuring they receive appropriate support.

- Always speak to the designated safeguarding lead or a deputy if they have concerns about a child.
- Ensuring you know how to follow the five key stages of safeguarding practice: **Recognise, Respond, Report, Record, Refer.**
- Maintain an attitude of 'it could happen here .... and probably is', and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Maintain a professional curiosity and speak to the Designated Safeguarding Lead (or a deputy) if you have concerns about a child.

- Listen to and reflect on the voice of the child at **ALL** times and take seriously any concerns raised by a child.
- Know that sometimes children will 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.
- Know what to do if a child makes a disclosure and reveals abuse, including managing the requirement to maintain an appropriate level of confidentiality, by only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and local authority children's social care.
- Be able to reassure victims of abuse, neglect or exploitation that they are being taken seriously and that they will be supported and kept safe.
- Consider whether children are at risk of abuse, neglect, or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- Consider the impact on siblings following an incident (intra-familial harm).
- Report any concerns to the Designated Safeguarding Lead immediately. (However, if the Designated Safeguarding Lead, the deputy or senior member of staff is unavailable, staff can refer their concerns directly to **Redcar MACH (Multi-Agency Children's Hub)** if necessary and the police. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Have an awareness of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role staff might be expected to play in such assessments.
- Implement and enforce a strict school mobile phone policy ensuring that pupils do not have access to their mobile phones at all during the school day (KCSIE paragraph 168).
- Be prepared to identify children who may benefit from the Family Help by identifying concerns early, to provide help for children, and prevent concerns from escalating.
- Understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring to limit children's exposure from harmful online information from the school's IT system, including on the use of generative AI in education (2026).
- The school recognises the rapid evolution of technology and aligns its digital safety parameters with the Department for Education's updated guidance on the safe use of generative AI in education (2026). Staff must remain vigilant to the emerging safeguarding risks, plagiarism, and misinformation associated with AI platforms.
- Be aware of the local Family Help process for **Redcar MACH (Multi-Agency Children's Hub)** and understand the role of school staff in that process.
- Record all discussions, decisions and reasons in writing adhering to the Trust practice for using CPOMS, or recording as instructed to do otherwise, if a staff member does not have access to CPOMS.
- Maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy).
- In collaboration with the Designated Safeguarding Lead, support social workers and other agencies following any referral.
- All staff must read Part One and Part 5. The condensed version (previously Annex A) has been removed to explicitly mandate that both staff *and* governors must read the primary text of Part One in full. This requirement applies to **all** staff, including those who do not work directly with children (such as administrative staff, catering staff, and premises staff). There are no exceptions to this requirement.
- 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. ***NPCAT mandates that All Staff should read Part 5 of Keeping Children Safe in Education, Child-on-child sexual violence and sexual harassment.***

- Read and sign to say that they have read and understood the NPCAT Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures; the NPCAT Behaviour Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and the School Attendance Procedures that include the safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies), that can be found in Annex C of Keeping Children Safe in Education.
- Know how to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through the NPCAT Adult Allegations and Low-Level Concerns Policy and to report to the Trust Head of Safeguarding where the concern is about the Headteacher.
- Know how to raise concerns about poor or unsafe practices in the school setting and potential failures in the school's safeguarding regime through the NPCAT Confidential Reporting (Whistleblowing) procedures.
- Undertake appropriate safeguarding and child protection training which is regularly updated, particularly knowing the signs and symptoms of abuse and neglect and identifying children requiring Family Help.
- Undertake PREVENT training to understand the duties of schools from the Counter Terrorism and Security Act 2015.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and understand the additional risks for pupils online, and the breadth of issues that can be categorised into four main areas of risk: **content** (comprising misinformation, disinformation (including fake news) and conspiracy theories)**, contact, conduct, and commerce.**
- Be aware of the dangers of children sharing nude and semi-nude images, including videos and the use of Artificial Intelligence to create child sexual abuse material.
- Promote the NPCAT ICT Systems Acceptable User Policy (both for pupils and staff, including governors) to protect all pupils and ensure their safety with devices whilst on school site and the consequences of any inappropriate use of the Internet.
- Understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring to limit children's exposure from harmful online information from the school's IT system, including on the use of generative AI in education (2026).
- Remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises.
- Understand that the GDPR and Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025 does not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.
- Understand that under Section 16LA of the Children Act 2004, staff have a statutory duty to share relevant safeguarding information (must share, not may share). Data protection legislation (UK GDPR / Data Protection Act 2018) is not a barrier to sharing. Consent is not required to share safeguarding information under this duty, and disclosures made under the duty do not breach obligations of confidence.
- In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons.
    - This measure will only be used when: It is necessary to separate pupils to ensure safety, and there is no reasonable alternative that would allow all pupils to remain on site
    - Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

5.2 The Teacher (including Headteacher)

5.2.1 If a teacher or person employed or engaged to carry out teaching work in the school, must undertake mandatory reporting to the police in all cases where it is discovered that an act of Female Genital Mutilation appears to have been carried out on a pupil who is under 18 years old.

The mandatory reporting procedures say:

- It is recommended that you make a report verbally by calling 101, the single non-emergency number.
- Where there is a risk to life, or likelihood of serious immediate harm, professionals should report the case immediately to the police, including dialling 999, if appropriate.
- In most cases, reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.
- You should make a note of your actions and record the police reference number as evidence that you have complied with the duty.

5.2.2 The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.3 Designated Safeguarding Lead (and deputies)

5.3.1 The Designated Safeguarding Lead is **Mr N Bennett.**

5.3.2 The Deputy Designated Leads are **Mrs Anna McClurey (Executive Headteacher), Mr Philip Connelly (Assistant Headteacher) and Mrs Kathryn Mendum (Assistant Headteacher).**

5.3.3 As a senior member of staff from the school's senior leadership team, the activities of the Designated Safeguarding Lead can be delegated to appropriate trained deputies, however, they remain the ultimate lead responsibility for safeguarding and child protection in the school. The responsibilities of the role are listed below.

5.3.4 Manage referrals:

- Refer cases for Family Help or suspected abuse or neglect to **Redcar MACH (Multi-Agency Children's Hub).**
- Support staff who make referrals to the MACH.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a referral to the programme.
- Refer cases where a crime may have been committed to the Police, as required.
- Undertake and review risk assessments where there has been an incident of Child on Child Sexual Violence or Sexual Harassment and ensure that both the victim and the perpetrator are supported.
- Ensure children experiencing Child on Child abuse are supported in school.
- Be aware of pupils who have a social worker and disseminate information, as appropriate to staff, to ensure the educational needs of the pupil are being met and to ensure the pupil is being monitored and is kept safe.
- Keep detailed, accurate, secure written records of concerns and referrals, using an approved NPCAT recording system, such as CPOMS.
- Ensure staff are aware of the importance of the accurate recording of information, including concerns, discussions, decisions made, and reasons for those decisions, with timely actions and outcomes.
- In accordance with the statutory guidance 'Working together to improve school attendance', persistent or severe unexcused absence is recognised as a critical

safeguarding warning sign for risks including sexual abuse, neglect, or child criminal exploitation. The DSL will actively escalate these cases to children's social care services.

5.3.5 Work with others:

- Act as a point of contact with the three safeguarding partners; the Local Authority, the Police, the Clinical Commissioning Group for the local area.
- Liaise with the Headteacher regarding issues under section 47 Children Act 1989 and police investigations.
- Understand the assessment process for providing Family Help and statutory intervention and making safer referrals to the local authority.
- Have a working knowledge of how local authorities conduct strategy meetings, child protection conferences and core groups, and to ensure suitably qualified staff are able to attend and contribute to these effectively when required to do so.
- Be aware of the requirement for children to have an Appropriate Adult under PACE Code C 2019 (Code of Practice for the detention, treatment and questioning of persons by police officers).
- Inform the Trust Head of Safeguarding where there is an allegation of abuse (or low-level concern) against a member of staff, including supply staff, volunteer or contractor, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO).
- In the event of allegations of abuse (or low-level concern) is being made against the Headteacher, ensure that the allegations are reported directly to the Trust Head of Safeguarding, and in act accordance with Part 4 of KCSIE by liaising with the local authority designated officer (LADO).
- The procedures outlined in this section apply to all allegations or low-level safeguarding concerns raised against any adult working within the school environment. This explicitly includes a member of staff, supply teacher, trainee teacher, volunteer, or contractor. The school shares active safeguarding duties regarding supply teachers, trainee teachers, and contracted staff. Where safeguarding concerns arise about these individuals, the school will work collaboratively with the supplying agency or employing organisation, but retains ultimate responsibility for the safeguarding of pupils while they are on our premises or engaged in school activities.
- Where an allegation about a member of staff does not meet the 'harm threshold', ensure that the Headteacher has considered invoking the procedures for responding to a low-level concern.
- As necessary, liaise with the police and children's social care where there has been an Operation Encompass report. If the school does not use Operation Encompass, to still abide by processes to support the child.
- Liaise with staff (especially pastoral staff, school nurses, IT technicians, SENDCO and mental health lead on matters of safety and safeguarding (including online, digital and cyber safety and when deciding whether to make a referral by liaising with relevant agencies).
- Act as a source of support, advice and expertise for all staff following the five key stages of safeguarding practice: **Recognise, Respond, Refer, Record, Reflect.**
- Where required, raise professional challenge with external agencies and provide support to staff to escalate any concerns.
- Work collaboratively with the School Attendance Lead and the central trust attendance team to monitor attendance carefully and address poor or irregular attendance without delay, including children missing from education, and act in accordance with the Trust Attendance Policy and School Attendance Procedures.
- Ensure that the school's response to children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation,

particularly County Lines. The school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent them from becoming a child missing education in the future, having regard to the Department for Education statutory guidance, Working together to improve school attendance.

- Ensure the local authority is notified of pupils who are expected to attend the school, but fail to take up the place, or are removed from roll to: leave school to be home educated, move away from the school's location, remain medically unfit beyond compulsory school age, are in custody for four months or more (and will not return to school afterwards); or are permanently excluded.
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with safeguarding/child protection during the visit.
- Be aware of pupils that are subject to Alternative Provision and Part-time provision and that there are adequate plans in place that are routinely monitored and reviewed.
- Ensure that the safeguarding arrangements at any Alternative Provision setting used by the school has been approved by the Trust Head of Safeguarding before the pupil commences their education, and that the pupil is being routinely visited by the school. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.
- Liaise with the Trust Business Manager to have an overview of the school's compliance with Health and Safety requirements, including keeping children safe in out-of-school settings where an organisation that has hired or rented the school premises has appropriate arrangements in place to keep children safe.

5.3.6 Holding and sharing information

- Under the Information Sharing Duty Statutory Guidance (2026), responding to information requests from partner agencies is a legal obligation. Mandatory Duty: Practitioners must share relevant information held by the school where it may assist another duty-bound agency in taking action. There is no threshold requirement prior to sharing. Consent & Confidentiality: Seeking consent is no longer required or expected as a prerequisite for sharing safeguarding data. Practitioners must identify the lawful basis for processing first and inform families transparently. Disclosures made under this duty do not breach confidentiality or require an 'overriding public interest' test. Exceptions: The sole exception to sharing information is where doing so would be more detrimental to the child's welfare than withholding it (expected to be rare).
- Understand the importance of information sharing within the school and with the three safeguarding partners, other agencies, organisations and practitioners and the legal basis for sharing information where consent is not provided.
- Ensure staff have an understanding of confidential information sharing and that the GDPR and Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.
- Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

- To effectively share information to keep children safe, ensure that all staff are aware of the school procedure, including:
    - all practitioners are confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.
    - where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.
    - information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
    - relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

SCHOOL REPORTING PROCEDURE: WHERE INFORMATION IS TO BE SHARED TO KEEP CHILDREN SAFE

The staff member must speak to a Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) in their absence. The staff member must record the incident and their actions as soon as possible on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via auto-tagging.

5.3.7 Training:

- Ensure all staff undertake statutory safeguarding training, including NPCAT Keeping Children Safe in Education: Signs and Symptoms, and NPCAT Prevent training, either at the beginning of the new school year, or at the time of their appointment if mid-term.
- Undertake your own statutory and non-statutory training to provide the knowledge and skills to carry out the role, and which is updated at least every two years through the Trust training programme including the Designated Safeguarding Lead Induction/2 year verification training and the termly Designated Safeguarding Lead Update Training and DSL Network group. Ensure deputies are trained to the same standard.
- Undertake annual Prevent awareness training and support the school or college with regards to the requirements of the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation and extremism.
- Ensure that staff have access to resources about safeguarding, including safeguarding and child protection updates, for example, by emails, e-bulletins and staff meetings) and staff attend any relevant or refresher training courses.
- Refresh your own skills and knowledge (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments).
- Ensure there is a log of statutory, and any other relevant safeguarding training undertaken by all staff, and this is verified as being complete.
- In collaboration with the Trust Safeguarding Team, link with the safeguarding partners for the **South Tees Safeguarding Children Partnership** to make sure staff are aware of

any training opportunities and the latest local policies or local safeguarding arrangements.

5.3.8 Raise Awareness:

- Ensure safeguarding notices with photographic identification of the Designated Safeguarding Lead, the deputies, and any other relevant staff, including contact information for the MACH/LADO and any other relevant information, is displayed in prominent areas of the school and is visible to pupils, parents, staff and visitors.
- ALL staff members (including those not working directly with children, such as administrative staff, catering staff, premises staff) must now read Part One **in its entirety.** All staff must sign to say that they have read and understand the document. ***NPCAT mandates that all staff should also read Part 5 of Keeping Children Safe in Education, Child-on-Child Sexual Violence and Sexual Harassment.***
- At the beginning of the school year, ensure that all staff, as a minimum, read and sign to say that they have read and understood the NPCAT Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures; the NPCAT Behaviour Policy; the NPCAT Code of Conduct for Staff, the NPCAT Attendance Policy and the School Attendance Procedures that include the safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies), that can be found in Annex C of Keeping Children Safe in Education.
- Ensure that any newly inducted staff or governors, or staff and governors returning to work following the commencement of the new school year, have read and understood Part One in full of the most recent publication of Keeping Children Safe in Education. ***The Trust mandates that all staff and governors should also read Part 5 of Keeping Children Safe in Education: Child-on-child sexual violence and sexual harassment.***
- Ensure a log is retained to show that staff have signed policies and the relevant parts of the most recent publication of Keeping Children Safe in Education.
- Ensure the School Safeguarding and Child Protection Procedures are reviewed annually (as a minimum) and the procedures are implemented, updated and reviewed regularly, using the Trust template and working in collaboration with the Trust Safeguarding Team.
- Help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, (including children with a social worker), are experiencing, or have experienced, with teachers and school leadership staff. This should include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

At St Paulinus Catholic Primary School, information about the welfare of our children is shared at whole school staff briefings every Monday morning and are highlighted again during Key Stage meetings and Senior Leadership Meetings. Staff members are encouraged to share any concerns, observations they have made on any particular child at the earliest convenience. Staff use CPOMS on a daily basis to record any concerns about any child. St Paulinus Catholic Primary School also hosts meetings with the Vulnerable Learner Team and identifies children who would benefit from a 'check-in, check-up and check-out' service to support children in this group, group support, a place within the Rainbow's group, individual support for those identified within the Mental Health Support Team, 1:1 counselling sessions with the in-school counsellor.

- Have an overview of the Designated Teacher role, who is appointed to promote the educational achievement of looked after children and previously looked after children, (including those subject to Special Guardianship Orders).
- Support the Designated Teacher in discussions with the Local Authority's Virtual School Headteacher to discuss how pupil premium funding will be used for looked after children that are on roll at the school.
- Virtual School Heads: The role of the Virtual School Head extends to promoting and overseeing the educational progress and safeguarding outcomes of children in kinship care, alongside those in local authority care.
- Liaise with the Local Authority's Virtual School Head to support those pupils who have a social worker and to promote the educational achievement of children in kinship care.

At St Paulinus Catholic Primary School we have effective communication with social workers. All conversations, meetings are recorded. A member of our Safeguarding Team attends all briefing updates and PEP meetings and liaises with the Virtual School Head and Virtual School Link Officers to ensure the best possible outcomes for the children in our care.

5.3.9 Online safety

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure from harmful online information from the school's IT system and devices.
- Ensure that staff, pupils and third parties to their site follow the NPCAT ICT Systems Acceptable Users Policy.
- Understand the unique risks associated with online safety and be confident that staff have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring to limit children's exposure from harmful online information from the school's IT system, including on the use of generative AI in education (2026). Including the use of new resources and links provided to support the school in making decisions around the safe use of generative AI (KCSIE paragraph 165).

At St Paulinus Catholic Primary School we offer a high quality computing curriculum to all children which explicitly supports and encourages online safety, we take part in national internet safety awareness day/week and support specific children with online safety for example, by delivering an internet safety social story to help children understand how to stay safe online.

- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and that staff are confident they have the capability to support SEND children to stay safe online.
- Our filtering and monitoring systems explicitly block and alert staff to online content posing safeguarding harms, including misinformation, disinformation, fake news, and conspiracy theories. Staff and student use of technology must align with the DfE guidance on Generative Artificial Intelligence (AI) in education to mitigate safety risks.

5.3.10 Child's Voice

- Encourage staff to adopt a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect children.

- Ensure staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful and the best way for staff to build trusted relationships with children to facilitate communication.
- Ensure pupils who may be LGBT have a trusted adult who they can be open with to reduce the additional barriers faced by such pupils and to provide a safe space for them to speak out or share their concerns with members of staff. The school is expected to take a 'very careful' approach when responding to requests related to social transition, in line with paragraphs 252 to 282 of KCSIE. The guidance on exercising 'particular caution' in paragraphs 258 and 270-272 of KCSIE 2026 specifically applies to **primary schools**. The school will still take a careful, considered approach to any requests relating to social transition, ensuring full compliance with paragraphs 252-282 of KCSIE 2026, including mandatory parental involvement except in exceptionally rare circumstances where this would pose a demonstrably greater risk to the child.
- Exercising caution for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.
- Ensure all staff understand the impact of a child witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Social transition

- **The school will not initiate any action regarding a child's social transition.** Schools must NOT initiate any action regarding social transition; they should only respond if a child or their parent specifically requests it
- **For primary-aged pupils**, the school will exercise 'particular caution' and support for full social transition will be agreed 'very rarely', only after careful consideration of the child's best interests and with full parental involvement.
- **Parental Involvement:** The school will not adopt any changes relating to a child's social transition without a decision involving the parents, **except in exceptionally rare cases where doing so would pose a demonstrably greater risk to the child.** In such cases, the DSL will consult with the Trust Head of Safeguarding and children's social care before proceeding.
- **Record Keeping:** The school is legally required to record a child's biological sex accurately wherever sex is recorded in school systems.

At St Paulinus Catholic Primary School we pride ourselves on the relationships we have with our children. Children know who to talk to if they need help. Our Safeguarding Team, School Counsellor and Mental Health Practitioner are well known by the children and they can approach these members of staff with ease to talk to. If children find it too difficult to confide in anyone there are 'I wish my teacher knew' boxes in every classroom. A member of staff monitors these daily and will meet with the child as soon as possible or when they feel it is comfortable for the child to be approached.

5.3.11 School premises

- Ensure the school perimeter is kept safe from any unauthorised access of persons to the premises.
- Ensure the school perimeter prevents the unauthorised egress of pupils from the school site.
- Ensure there are suitable procedures in place for the signing in and out of pupils at school, outside of the starting and finishing times prescribed by the school.

- Ensure there are suitable dismissal procedures in place at the end of the school day, relevant to the age of the child.
- Where the school operates CCTV, ensure this is being routinely monitored to safeguard against any abuse of process that may put a child at risk.

5.3.11a Single-Sex Facilities

In accordance with KCSIE 2026 paragraphs 95-98, the school enforces mandatory restrictions on the use of single-sex facilities based strictly on biological sex. Children must not be permitted to enter toilets, changing rooms, showers, or any boarding/residential accommodation designated for the opposite biological sex. This applies to:

- All toilet facilities
- PE changing rooms and showers
- Any boarding or residential accommodation (if applicable)
- Swimming pool changing facilities

No exceptions are permitted to this requirement, even when supporting a child's social transition. Where a child requests alternative arrangements, the school will provide appropriate single-occupancy facilities where available, but will not permit access to facilities designated for the opposite biological sex.

5.3.12 Visitors

- Ensure there is a process of identifying and recording visitors to and from the school, with visitors wearing the appropriate coloured lanyard (Green, with enhanced DBS and Red, no DBS), and that a visitor is accompanied at all times when required.
- Ensure that protocols have been followed for all guest speakers so that their views are appropriate and not an opportunity to influence others.

5.3.13 Working with parents/carers

- Ensure the Trust Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Procedures are available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in carrying out this action.
- Provide opportunities for parents/carers to learn about safeguarding and have access to appropriate resources to help keep their children safe when online, including ensuring the school website includes sufficient safeguarding information and resources for pupils and parents/carers.
- Ensure that parents/carers have provided at least two emergency contacts for their child and this information is recorded on the school's ARBOR management information system.
- Ensure that there are systems in place to alert parents/carers of any concerns, including concerns that may put children at risk within the wider school community.
- When families/carers are making decisions about support for gender questioning children, they are encouraged to seek clinical help and advice.
- Implement and enforce a strict school mobile phone policy ensuring that pupils do not have access to their mobile phones at all during the school day (KCSIE paragraph 168).

5.3.14 Teaching safeguarding:

- Ensure that pupils are taught about safeguarding and have access to resources for keeping themselves safe and 'recognise when they are at risk and how to get help when they need it'.
- Ensure pupils understand the law on child on child abuse is in place to protect them rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- The school delivers its curriculum in strict accordance with the statutory Relationships, Sex and Health Education (RSHE) guidance. **RSHE Curriculum Content for Safeguarding:** The school's RSHE programme specifically addresses contemporary safeguarding risks, including:
    - Online harms, including exposure to pornography, misogynistic influencers, and harmful content;
    - Deepfakes and AI-generated images: Understanding how technology can be misused to create fake intimate images;
    - Healthy and unhealthy relationships, including recognising coercive control;
    - Consent and the law;
    - How and where to seek help if they experience abuse or exploitation;
    - The risks of sharing intimate images (including those created or altered by AI);
    - Understanding misinformation, disinformation, fake news, and conspiracy theories as safeguarding harms.

This content is delivered in an age-appropriate way and is regularly reviewed to ensure it reflects emerging risks.

- The curriculum proactively addresses contemporary safeguarding dynamics, including the risks of online harms, deepfakes, and the prevention of child-on-child abuse.
- Ensure that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.
- Children are taught about how to keep themselves and others safe, including online, and this information is presented in an age-appropriate way. This includes 'undressed' guidance from the London Grid for Learning that teaches young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders (KCSIE, para 470), and to clarify that misinformation, disinformation and conspiracy theories are safeguarding harms.
- Ensure pupils have knowledge of the practices in school to keep them safe, including the different coloured lanyards for visitors and what they should do if they have a concern.
- In accordance with the statutory guidance 'Working together to improve school attendance', persistent or severe unexcused absence is recognised as a critical safeguarding warning sign for risks including sexual abuse, neglect, or child criminal exploitation. The DSL will actively escalate these cases to children's social care services.
- In accordance with KCSIE 2026 paragraphs 106 and 113, the school may lawfully separate children into sports activities based on biological sex where this is necessary for reasons of safety and fairness. This does not violate non-discrimination laws when applied appropriately.

Children at St Paulinus Catholic Primary School participate in focused PSHE and RSE sessions to support their development, they also take part in in-house assemblies and out-sourced assemblies to help them recognise when they are at risk and how to get help when they need it. Our children are encouraged to speak out when they feel others around them are being unsafe; both other children and adults.

Our children understand that when a visitor in school is wearing a red lanyard this person must not be alone and should be supervised by a member of school staff. Our children are aware that they must alert an identified staff member about this issue.

The children at St Paulinus share the school mission statement and school values and are taught our core PACE values.
5.3.15 Child Protection File:

- When children leave the school or college (including for in-year transfers) ensure their child protection file is transferred to the new school or college 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. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDCo or the named person with oversight for SEND in colleges, are aware, as required.
- In addition to the child protection file, consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have, or have had, a social worker, or are, or have been, victims of abuse, to have that support in place for when the child arrives.
- Check that the child is on roll at the receiving school before transferring information (unless arrangements have been made in advance to transfer the file).

5.3.16 Safer Recruitment:

- Ensure that leaders and governors involved in the recruitment of staff have undertaken NPCAT Safer Recruitment training *(mandated by the Trust to be updated at least every two years).*
- Ensure that the Single Central Record is up to date and all references, DBS checks, right to work, section 128 checks, and online searches have been verified before a person commences their employment.
- Ensure staff personal records (especially of the most newly-recruited staff member for both a teaching and non-teaching role) can demonstrate a continuum of safer recruitment practice and includes for their current role: the application form/shortlisting form/interview questions/induction record/probation record (where applicable), online searches.
- Liaise with the Trust Human Resources Central Team, to refer cases to the Disclosure and Barring Service, where a person is dismissed or has resigned their position due to causing harm or the risk of harm to a child.
- Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.
- Anyone volunteering in a school who teaches, trains, instructs, or supervises children frequently, or more than 3 days in a 30-day period, is considered to be in regulated activity. They must undergo an enhanced DBS check with barred list information (KCSIE paragraph 381).

Definition of 'Frequently' for Volunteers: 'Frequently' means:

- More than 3 days in any 30-day period, OR
- Overnight (between 2am and 6am), OR
- At any time, if the role involves providing advice or guidance on physical, emotional, or educational wellbeing, OR
- At any time, if the role involves driving a vehicle only for children

Important: The removal of the supervision exemption means that volunteers meeting these criteria **cannot** be supervised as an alternative to obtaining an Enhanced DBS check. They must have the check completed and cleared before commencing their role.

Practical Implications:

- Schools must carefully track volunteer hours to ensure compliance
- Volunteers who may exceed the threshold should have checks completed before they begin.
- One-off or occasional volunteers (e.g., attending a single school trip) may not require an Enhanced DBS check, but must be appropriately supervised at all times.
- The school will maintain a register of all volunteers, including their roles, frequency of attendance, and DBS check status.

5.3.17 DSL availability:

- During term time be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it will suffice to be available via phone and or Skype, or other such secure media system is acceptable.
- In collaboration with the Trust Head of Safeguarding, arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

5.3.18 Governance:

- Provide termly safeguarding reports to the Governing Body.
- Ensure there is routine and planned overview of the school's safeguarding practice with the Safeguarding Link Governor, including at least a termly audit of the Single Central Record.
- Ensure that Governors have completed the Trust Safeguarding in Governance training.
- Ensure that Governors have read and understood at least Part One in full and Part Two, the Management of Safeguarding. *The Trust mandates that all Governors should also read Part 5 of Keeping Children Safe in Education: Child-on-child sexual violence and sexual harassment.*
- Ensure that section 128 checks for Governors have been completed and are recorded on the Single Central Record.
- Ensure Governors have received appropriate safeguarding and child protection training at induction and at regular intervals and that the training equips them with the knowledge to provide strategic challenge to test and assure that the safeguarding procedures in the school are effective and adopt a whole school approach to safeguarding.
- Ensure Governors have undertaken statutory training for KCSIE and PREVENT at the beginning of the school year. This should preferably be undertaken with all school staff.

5.3.19 Impact and Evaluation:

- Provide staff with the opportunity to demonstrate the move from compliance of safeguarding practice and understanding the signs and symptoms; towards impact and the effectiveness of intervention to safeguard children.
- Ensure that there are suitable logs/audit trails available to demonstrate the effectiveness of safeguarding practice in school, such as minutes from staff meetings where safeguarding should be a standing agenda item, and weekly vulnerable learners meetings.
- **Annual Filtering and Monitoring Review:** In accordance with KCSIE 2026 paragraph 171, the school must conduct a comprehensive review of its filtering and monitoring systems **at least once every academic year**. The review must be:
    - Led by the **Senior Leadership Team (SLT) member** responsible for filtering and monitoring. The Senior Leadership Team member responsible for filtering and monitoring at St Paulinus Catholic Primary School is: Mrs R Bircham (Head of School)
    - Supported by the **Designated Safeguarding Lead (DSL)** and IT support staff
    - Documented with a written record kept of the review

The review will assess:

- The effectiveness of current filtering systems in blocking harmful content
- The monitoring systems' capability to identify safeguarding concerns
- Compliance with DfE standards for filtering and monitoring
- Any incidents where filtering/monitoring identified or failed to identify risks
- Staff and student feedback on digital safety

The review will be documented and reported to governors annually, with any necessary actions implemented promptly. Schools should use the Department for Education's 'plan technology for your school' service to self-assess against the filtering and monitoring standards.

- In conjunction with IT staff, review the effectiveness of filtering and monitoring procedures periodically to keep up with evolving cyber-crime technologies and consider taking appropriate action to meet the Gov.UK Cyber security standards for schools and colleges, which were developed to help improve resilience against cyber-attacks.
- Ensure there is a system where there is a rating as to the severity of the concern of a vulnerable learner, making use of the NPCAT Vulnerabilities Checklist and a RAB-G rated system, if necessary, for example - transition planning.
- Regularly seek the views of the school's safeguarding practice from pupils, parents/carers, staff and any other relevant stakeholders.
- Undertake regular safeguarding supervision with the Trust Safeguarding Partner that reviews actions, has an overview of current caseload, considers the management of risk in the school, the wellbeing and workload of the Designated Safeguarding Lead and deputies, curriculum and school development planning, including the progress of areas requiring action from the safeguarding audit, and any lessons learned from case management and/or the school's safeguarding practice.
- Ensure that learning lessons from safeguarding concerns about adults includes all cases (including low-level concerns) and not just those that have been substantiated.
- By having 'due regard to PREVENT' undertake an assessment of risk of children and young people being radicalised or drawn into extremism (based upon potential risks in the local area).
- Be familiar with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

- In collaboration with the Trust Safeguarding Partnership, undertake an annual quality assurance safeguarding audit.

5.4 Designated Teacher

5.4.1 The Designated Teacher is **Mr Philip Connelly (Assistant Headteacher).**

5.4.2 The Designated Teacher undertakes the responsibilities within the school to promote the educational achievement of looked after and previously looked-after children on a school's roll.

5.4.3 The designated teacher will have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.

5.4.4 The designated teacher must undertake training that is appropriate to carry out this duty.

5.5 Safeguarding Governor

5.5.1 The Safeguarding Governor is **Mr L Hunt.**

5.5.2 The role of the safeguarding governor is to help ensure that safeguarding is effective and not to carry out the work of the Designated Safeguarding Lead. This means that it is not appropriate that decisions about individual cases should be reviewed by the safeguarding governor.

5.5.3 The role is specifically around strategic issues to:

- Ensure that the allocation of funding and resources is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the Trust safeguarding governance self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development in the school's safeguarding practice.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the **South Tees Safeguarding Children Partnership** and the need for the school to understand their role in effective multi-agency working.

5.6 Chair of Governors

5.6.1 The Chair of Governors is **Mrs M Metcalfe.**

5.6.2 Being a Chair of Governors is a key role in the leadership and management of schools. To be effective, the Chair requires a good understanding of the role and its responsibilities for safeguarding by ensuring the school:

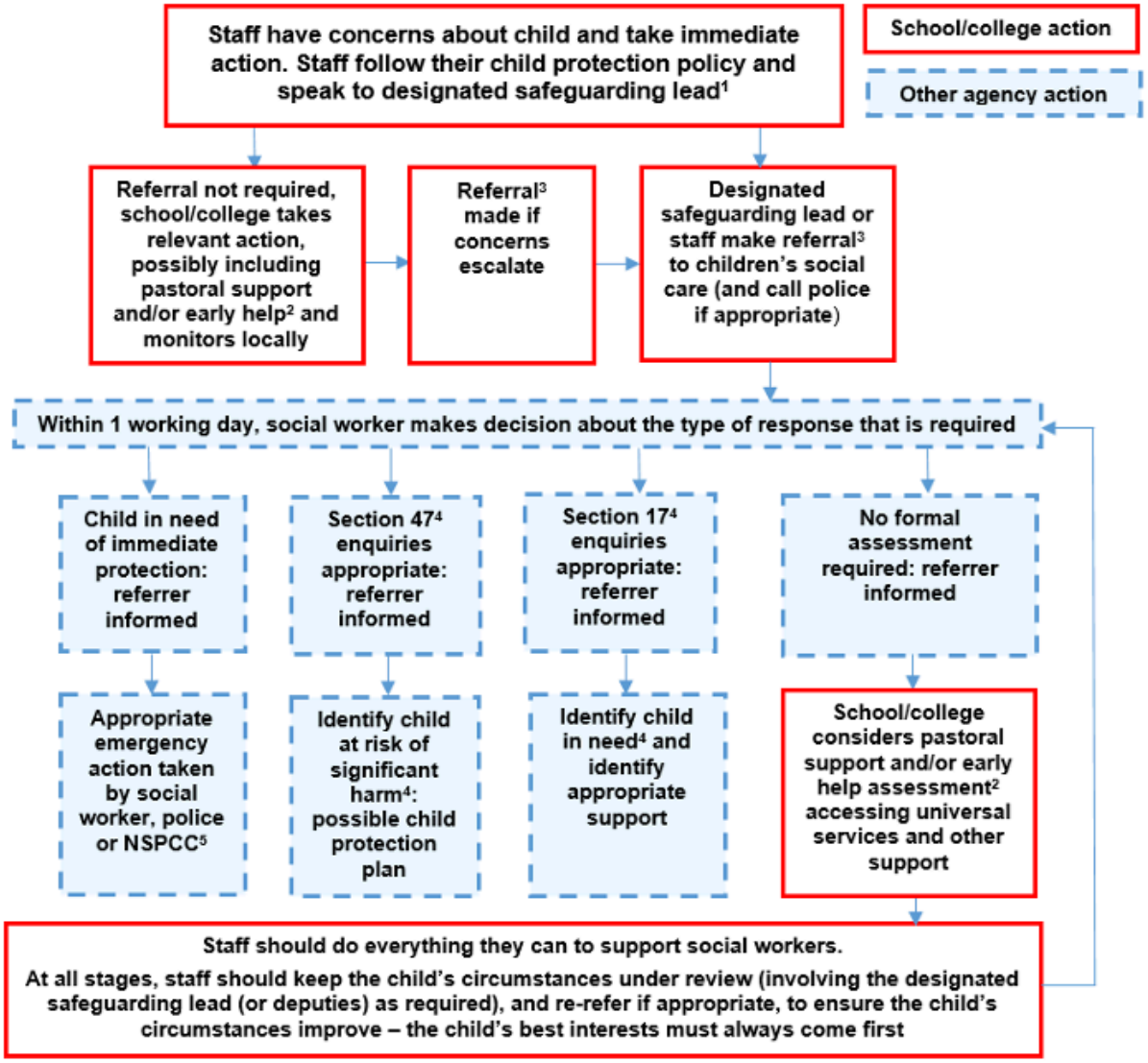
- Ensure effective whistleblowing procedures are in place.
- Ensure that the Safeguarding Governor holds the Headteacher to account on all matters involving safeguarding through effective embedding of the School Safeguarding and Child Protection Procedures and that they are being followed by the entire workforce.
- Ensure that all Governors undergo safeguarding training at induction and that they receive regular updates.

- Ensure that the school has appropriate filtering and monitoring systems in place to limit children's exposure from harmful online information from the school's IT system and devices.
- Pupils, staff and visitors to their site follow the NPCAT ICT Systems Acceptable User Policy.
- Ensure that the school has in place a curriculum where children are taught about safeguarding through Personal, Social, Health Education (PSHE) and Relationships Education or Relationships and Sex Education.
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's Virtual School Headteacher and discuss how pupil premium funding for looked after children will be used.

6. Process

6.1 Actions where there are concerns about a child

6.1.1 Flowchart page 24 Keeping Children Safe in Education 2024:



6.1 Actions where there are concerns about a child

6.1.1 Flowchart page 24 Keeping Children Safe in Education 2024:

[*Insert flowchart image*]

6.1.2 The Data Protection Act 2018, the UK GDPR, and the Data (Use and Access) Act 2025 and the General Data Protection Regulations 2018, do not prevent the sharing of information **for the purposes of keeping children safe**. This includes allowing practitioners to share information without consent, where the concern is such to cause harm to the child or has the potential to cause harm. From 30th September 2026, information sharing is a legal duty under Section 16LA of the Children Act 2004. Where the school holds information relevant to safeguarding or promoting a child's welfare (including Early Help/Family Help referrals), staff must share it with relevant agencies without delay. Consent from families is not required to share information, though families maintain the choice to accept or decline offered support.

6.1.3 This is the action that must be followed by all staff in all cases where there is a concern:

- The staff member must **ACT IMMEDIATELY** and speak to the Designated Safeguarding Lead (or deputy). If at any time the Designated Safeguarding Lead is unavailable, the staff member should speak to the deputy and if they are unavailable a member of the school leadership team, and thereafter, the Trust Safeguarding Team or children's social care. Where a staff member contacts children's social care directly, they must inform the Designated Safeguarding Lead of this action being taken, as soon as possible.
- The staff member must record in writing the concerns, discussions and decisions made on the CPOMS. If a staff member does not have access to CPOMS they must discuss this with the Designated Safeguarding Lead.
- The Designated Safeguarding Lead must decide what action to take and whether to make a safer referral to **Redcar MACH (Multi-Agency Children's Hub).**
- If the child has a social worker or Family Help worker, the Designated Safeguarding Lead must contact the worker.
- The Designated Safeguarding Lead must record all discussions, decisions made and concerns on CPOMS.
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

SCHOOL REPORTING PROCEDURE: WHERE THERE ARE CONCERNS ABOUT A CHILD

The staff member must speak to a Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) in their absence. The staff member must record the incident and their actions as soon as possible on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.1.4 In cases which also involve a concern or an allegation of abuse against a staff member, the Designated Safeguarding Lead, should notify the Trust Head of Safeguarding.

6.1.5 Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from a coordinated Family Help, a Family Help

inter-agency assessment should be arranged, otherwise, the matter should be discussed at the school vulnerable learners meeting, or equivalent.

6.1.6 The school retains ultimate safeguarding responsibility for any pupil placed in Alternative Provision (AP). The school will secure written confirmation from the provider that all necessary pre-employment and safeguarding checks have been completed. The school will record the full address of the placement (including satellite or sub-contracted locations) and conduct robust half-termly reviews of the student's safety, attendance, and changing needs.

6.2 When a child reveals abuse

6.2.1 There are lots of reasons why a child or young person might to tell you they are being abused, including: realising the abuse is wrong; not being able to cope with any more abuse; the abuse is getting worse; wanting to protect other children; wanting the abuser to be punished; trusting someone enough to tell them; someone asks them directly.

6.2.2 It can be very hard for a child to open up about what has happened to them. They might be worried about the consequences, or that nobody will believe them. They might have told someone before and nothing was done to help them. Sometimes they might not know what is happening to them is actually abuse, and they may struggle to share what they are feeling. Some children do not reveal they are being abused for a long time. Some never tell anyone.

6.2.3 What to say to a child and how you respond is important. You must:

- Listen carefully to what the child is saying. Be patient and focus on what you are being told. Try not to express your own views and feelings. Try not to appear shocked or as if you do not believe the child, as it could make them stop talking and take back what they have said. (Notes should not be taken when the child is making the disclosure, however, notes should be taken without delay, after the child has spoken to you. Try to keep these as accurate as possible).
- Let the child know they have done the right thing by telling you. Reassurance is important. If they have kept the abuse a secret it can have a big impact knowing they have shared what has happened.
- Tell the child it is not their fault. Abuse is never a child's fault. It is important the child hears and knows this.
- Say you will take them seriously. The child may have kept the abuse secret because they were scared nobody would believe them. Make sure they know they can trust you and that you will listen and support them.
- Explain what you will do next. For younger children, explain that you are going to speak to someone else who will be able to help. For older children, explain you will need to report the abuse to someone who can help. If a child is in immediate danger, you or the Designated Safeguarding Lead must call the police on 999 straight away.
- Do not confront the alleged abuser. Confronting the alleged abuser could make the situation worse for the child.
- Report what the child has told you immediately to the Designated Safeguarding Lead (or a deputy), so the details are fresh in your mind and action can be taken quickly.

SCHOOL REPORTING PROCEDURE: WHEN A CHILD REVEALS ABUSE

The staff member must speak to a Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) in their absence. The staff member must record the incident and their actions as soon as possible on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will decide on the next course of action depending on the situation, for example, consider whether a referral to an outside agency should be made and record this on CPOMS. If the child has a Social Worker or

Early Help Worker, they will be informed of the concern. The Designated Safeguarding Lead will make a decision on
please finish
Continuing from 6.2.3...

any outside agencies that need to be made aware of the incident, for example, the Police. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3 Safeguarding concerns requiring additional guidance

6.3.1 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, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

6.3.2 Preventing radicalisation:

Children are vulnerable to extremist ideology and radicalisation. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). All staff must be alert to changes in a pupil's behaviour that could indicate they may be in need of help or protection, including:

- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages or social profiles;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British views;
- advocating violence towards others.

All staff must use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred, to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel Panel to help with this assessment.

SCHOOL REPORTING PROCEDURE: PREVENTING RADICALISATION

If a member of staff identifies a risk or has a concern about the vulnerability of an individual in relation to radicalisation, safeguarding processes will be followed and the DSL or DDSL will be informed as soon as possible.

Cleveland Police Prevent office is resourced 08:00 to 16:00 Monday to Friday (Tel: 01642 301332). The DSL or DDSL can contact for advice before sending a referral. Outside of those hours contact is via 101.

The DSL or DDSL will complete a Prevent Referral Form and send it to Prevent.Contest@cleveland.police.uk.

If the risk to a child is perceived to be immediate the DSL or DDSL will report to the Police immediately to ensure the safety of the child at risk and a SAFER referral will be submitted to the MACH.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.3 Child on Child Abuse:

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate. It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. All staff must have a zero-tolerance approach to abuse. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is important if staff have any concerns they should speak to the Designated Safeguarding Lead (or deputy). All staff should recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported. It is more likely that girls will be victims and boys' perpetrators, but staff should recognise that all child on child abuse is unacceptable and will be taken seriously.

SCHOOL REPORTING PROCEDURE: CHILD ON CHILD ABUSE

The staff member must speak to a Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) in their absence. The staff member must record the incident and their actions as soon as possible on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will decide on the next course of action depending on the situation, for example, consider whether a referral to an outside agency should be made and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. The Designated Safeguarding Lead will make a decision on any outside agencies that need to be made aware of the incident, for example, the Police. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.4 Upskirting:

Is a form of child on child abuse. What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator. It is a criminal offence, therefore, any incidents should be considered for reporting to the police. Anyone of any age or gender, can be a victim. The school will need to take action that supports both the victim and the perpetrator.

SCHOOL REPORTING PROCEDURE: UPSKIRTING

The staff member must speak to a Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) in their absence. The staff member must record the incident and their actions as soon as possible on CPOMS using their own login and clear, factual detail. The

Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will decide on the next course of action depending on the situation, for example, consider whether a referral to an outside agency should be made and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. The Designated Safeguarding Lead will make a decision on any outside agencies that need to be made aware of the incident, for example, the Police. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.5 Making or sharing of nudes or semi-nudes *(formerly known as Sexting or Youth-produced sexual imagery).*

When dealing with incidents of sexting, staff must not download or distribute the image. By doing so offences may be committed. The child protection policy handles procedures for both consensual and non-consensual making and sharing of nudes and semi-nudes, including those generated or altered using Artificial Intelligence (KCSIE paragraph 191). Our filtering and monitoring systems explicitly block and alert staff to online content posing safeguarding harms, including misinformation, disinformation, fake news, and conspiracy theories. Staff and student use of tech must align with the DfE guidance on Generative Artificial Intelligence (AI) in education to mitigate safety risks.

When an incident involving the sharing of nudes and semi-nudes comes to a school or college's attention:

- Do NOT view, download, or forward the image.
- The incident should be referred to the Designated Safeguarding Lead as soon as possible.
- Preserve any evidence (e.g. screenshots of messages, but NOT the images themselves).
- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Determine whether the image depicts a real child or is entirely AI-generated.
- Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- If it depicts a real child (even if altered), treat as child sexual abuse material.
- Consider whether a crime has been committed under the Computer Misuse Act 1990.
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- Report to children's social care if there are safeguarding concerns about the victim or perpetrator.
- **Always** report to the police if the image depicts a real child.
- Consider reporting to the police even if entirely AI-generated, depending on the context and intent.
- Provide immediate support to the victim, including reassurance that they are not at fault.
- Consider the support needs of the perpetrator (who may also be a victim of exploitation).
- The creation, distribution, or possession of AI-generated intimate images of children is **illegal** and will be treated with the utmost seriousness.
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

SCHOOL REPORTING PROCEDURE: MAKING OR SHARING OF NUDES OR SEMI-NUDES

All staff must immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and recorded. All discussions, decisions and reasons for them should be recorded in writing (CPOMS) and be based upon factual evidence. Any allegations of sexual violence and sexual harassment will be dealt with immediately and sensitively.

When dealing with incidents of sexting, staff must not view, download or distribute the image. By doing so offences may be committed.

In cases specifically relating to Sexual violence and sexual harassment, two members of staff (one being the DSL or DDSL) will be present to manage the assessments and report.

DSL or DDSL will make it clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.

In all circumstances, staff will speak to all the young people involved separately, and gain a statement of facts.

A full and clear record of exactly what the pupil has said in their own language will be made and recorded on CPOMS.

If from the information that the member of staff gathers we believe any young person to be at risk of significant harm the DSL or DDSL will make a safeguarding referral to social care immediately and where a crime has been committed the police will also be informed.

If a child has SEND or disabilities then the SENDCo (Mrs F Tye) will be involved in the reporting process and alerted via CPOMS auto-tagging.

6.3.6 Child on Child Sexual Violence and Sexual Harassment: (see Part Five Keeping Children Safe in Education).

Harmful sexual behaviour (HSB) exists on a continuum and may escalate over time into sexual harassment or sexual violence if left unaddressed. The school's initial response to a report from a child is important. It is essential that all victims 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. All staff working with children are advised to maintain an attitude of 'it could happen here… and probably is.

When there has been a report of **sexual violence**, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;
- The Designated Safeguarding Lead will need to consider whether a crime has been committed that should be reported to the police. It is important school and college staff

(and especially Designated Safeguarding Leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way;
- Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school;
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and where they can face additional safeguarding challenges.

SCHOOL REPORTING PROCEDURE: CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Any allegations of sexual violence and sexual harassment will be dealt with immediately and sensitively.

In cases specifically relating to Sexual violence and sexual harassment, two members of staff (one being the DSL or DDSL) will be present to manage the assessments and report.

DSL or DDSL will make it clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.

In all circumstances, staff will speak to all the young people involved separately, and gain a statement of facts.

A full and clear record of exactly what the pupil has said in their own language will be made and recorded on CPOMS.

If from the information that the member of staff gathers we believe any young person to be at risk of significant harm the DSL or DDSL will make a safeguarding referral to social care immediately and where a crime has been committed the police will also be informed.

If a child has SEND or disabilities then the SENDCo (Mrs F Tye) will be involved in the reporting process and alerted via CPOMS auto-tagging.

6.3.7 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 increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. The school will take an active role in protecting children from serious violence as a safeguarding concern, ensuring information is shared early and targeted support is provided to those identified as at risk (KCSIE paragraphs 49 to 52). Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL or deputy. Risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, or time in alternative provision) or a history of offending. Staff should stay alert to when children might be at highest risk around the school day (e.g. straight after school).

School Response to Serious Violence:

- The DSL or deputy will assess the risk and determine whether to contact the police immediately
- Where appropriate, the school will work with local partners to provide **early, evidence-based support** for pupils identified as at risk, which may include:
    - Targeted mentoring programmes
    - Therapeutic support
    - Referral to specialist services
    - Family engagement and support
- The school will maintain detailed records of all serious violence concerns and interventions
- Staff will receive training on recognising early warning signs and de-escalation techniques

SCHOOL REPORTING PROCEDURE: SERIOUS VIOLENCE

If staff have reason to believe that a child is at risk from, or involved with serious violent crime the staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.8 Child Criminal Exploitation (CCE):

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

SCHOOL REPORTING PROCEDURE: CHILD CRIMINAL EXPLOITATION

If staff have reason to believe that a child is a victim of Child Criminal Exploitation the staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or

Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. If there are immediate concerns the police will be called 999 by the DSL/DDSL.

6.3.9 Child Sexual Exploitation (CSE):

CSE is a form of child sexual abuse. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Children who have been exploited will need additional support to help maintain them in education.

SCHOOL REPORTING PROCEDURE: CHILD SEXUAL EXPLOITATION

If staff have reason to believe that a child is a victim of Child Sexual Exploitation the staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. If there are immediate concerns the police (999) will be called by the DSL/DDSL.

6.3.10 County Lines:

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), 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.

SCHOOL REPORTING PROCEDURE: COUNTY LINES

If staff have reason to believe that a child is a victim of County Lines the staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. If there are immediate concerns the police will be called 999 by the DSL/DDSL.

6.3.11 Modern Slavery and the National Referral Mechanism (NRM):

The national referral mechanism is used to identify and refer potential victims of modern slavery and make sure they receive appropriate support. The police and local authorities are a First Responder Organisation (FRO) that will assess whether a person is a victim of Modern Slavery.

Only a FRO can make a referral to the NRM. Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation. Consent is required for an adult to be referred to the NRM. Child victims do not have to consent to be referred into the NRM and must first be safeguarded. If you think that modern slavery has or is taking place and is likely to cause harm to a child, the school action for reporting concerns about a child should be followed. You do not need to be certain that someone is a victim.

SCHOOL REPORTING PROCEDURE: MODERN SLAVERY (AND THE NRM)

If staff have reason to believe that a child is a victim of Modern Slavery the staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. If there are immediate concerns the police will be called on 999 by the DSL/DDSL.

6.3.12 Children who are deliberately missing education /Children Missing Education (CME):

Knowing where children are during school hours is an extremely important aspect of safeguarding practice. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The school must ensure that pupils that are expected to attend school but fail to take up the place are referred to the local authority. All staff should be aware of their school's pupil attendance/absence reporting procedures.

SCHOOL REPORTING PROCEDURE: CHILDREN WHO ARE DELIBERATELY MISSING EDUCATION/CHILDREN MISSING EDUCATION

School will follow attendance procedures in line with NPCAT Attendance policy and inform the attendance team of any concerns.

The school ensures that the parents and guardians provide at least two emergency contact numbers for their child.

A pupil who is absent from school for 10 consecutive school days is regarded as a 'child missing from education'. In such cases, a referral will be made to the Trust and the local authority. All necessary enquiries to trace the pupil, through any additional contact numbers or home visits will be made. This is regarded as a major safeguarding concern and may involve contact being made with the Police or the local authority children's services. It is important for a parent to notify the school on each day of absence and ensure a change to contact information is updated. This will avoid unnecessary enquiries or referral being made to the police or the local authority children's services.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.13 Child Abduction:

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. It is important that all staff are aware of school dismissal procedures and who the nominated person is to collect primary school-aged pupils from school. Where a member of staff has a concern, however small, this must be reported to the Designated Safeguarding Lead (or a deputy). 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. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

SCHOOL REPORTING PROCEDURE: CHILD ABDUCTION

All staff members read St Paulinus Collection and Dismissal Policy.

All parents and guardians are expected to provide three emergency contacts on ARBOR Parent Portal App that are able to collect their child.

All parents and guardians have a duty to ensure their child's ARBOR profile is up to date.

If parents/guardians do not inform school regarding a change of collection of the child, the child will not be able to leave until the primary guardian has been contacted and consents to this person collecting their child.

Parents who agree for their child to walk home from school independently are expected to give consent on the ARBOR Parent Portal App.

Even though the ARBOR Parent Portal App will have been completed by parents and guardians, they are still expected to contact the school office if someone different is collecting their child.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.14 Community Safety Incidents:

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. Staff should report any concerns immediately to the Designated Safeguarding Lead (or a deputy). Where this is reported, the Designated Safeguarding Lead should take action to inform the police and/or children's social care, and ensure all parents/carers are aware. The Designated Safeguarding Lead should make any neighbouring schools aware of any reported concerns. The Trust Head of Safeguarding must be informed of any significant community safety incidents that may cause harm, or there is the likelihood of causing harm, to a child. The school should undertake a risk assessment, as required.

SCHOOL REPORTING PROCEDURE: COMMUNITY SAFETY INCIDENTS

Staff to inform a DSL/DDSL if there are concerns about safety in the community. DSL/DDSL to inform the Police and follow their advice. If necessary the DSL/DDSL will contact neighbouring schools. If required parents and guardians will be contacted. If there is a safety incident the school will follow their Lockdown procedures. Executive Headteacher/Head of School to record incidents on health and safety log/NPCAT reporting forms or where it involves a particular child or group of children on CPOMS.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.15 Children with family members in prison:

Any appropriate staff should be made aware that a child has a family member in prison. This information will be shared with the appropriate staff to ensure the child is being monitored and any necessary support can be put in place as soon as a need arises. Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor educational outcomes as well as poverty, stigma, isolation and poor mental health.

SCHOOL REPORTING PROCEDURE: CHILDREN WITH FAMILY MEMBERS IN PRISON

Where a child has a family member in prison this will be reported on CPOMS. If a child is receiving support from NEPACS or visiting a family member this will also be recorded on CPOMS. DSLs will liaise with family members and update any concerns on CPOMS. Updates from vulnerable learners' meetings will be shared with the SENDCo (Mrs F Tye) and targets on SEND Support Plans adjusted to meet social/emotional or learning needs. DSL and DDSL will support and prepare children and families with prison visits and contact with family members.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.16 Cybercrime:

Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If a staff member has a concern about a child in this area they should inform the Designated Safeguarding Lead (or a deputy), who should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

SCHOOL REPORTING PROCEDURE: CYBERCRIME

If staff have reason to believe that a child has inadvertently or deliberately stray into cyber-dependent crime they must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. The DSL or DDSL will consider whether to contact the Cyber Choices Programme cyberchoices@nca.gov.uk

6.3.17 Domestic Abuse:

Experiencing domestic abuse can have a serious impact on a child's long-term health. It is a top priority that vulnerable children and young people remain safe during this uncertain period. Types of domestic abuse may include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Children experiencing domestic abuse are victims of domestic abuse in their own right and therefore must receive support, nurture and understanding from all professionals who come into contact

with them. Staff in schools are well placed to offer early intervention and support due to their safeguarding responsibilities and the pivotal role they play in children's lives.

SCHOOL REPORTING PROCEDURE: DOMESTIC ABUSE

If staff have reason to believe that a child has been subjected to or witnessed domestic abuse they must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.18 Female Genital Mutilation: specific legal duty on teachers:

A teacher, or other person employed or engaged to carry out teaching work at the school, discovers that FGM appears to have been carried out on a girl under 18 years old. It is possible that a teacher, perhaps assisting a young child in the toilet or changing a nappy, may see something which appears to show that FGM may have taken place.

Indications that FGM may have already taken place may include:

- difficulty walking;
- sitting or standing and may even look uncomfortable;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

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- reluctance to undergo normal medical examinations;
- confiding in a professional without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

In such circumstances, the teacher must make a report under the duty, but should not conduct any further examination of the child. So-called 'Honour'-based abuse may also be prevalent where FGM is reported:

- The teacher, or other person, speaks to the Designated Safeguarding Lead but it is the duty of the individual and not the organisation to report the matter to the police. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.
- The teacher, or other person, contacts the police on the non-emergency number 101 within 48 hours of knowing the information. A note should be made of the action taken and a record of the police reference number as evidence that the duty to report has been compiled with. Once the report has been made, the duty has been met. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- The Designated Safeguarding Lead will decide on any further action to be taken and make a safer referral to the MACH quoting the police reference number.
- Advice must always be taken from the police or the MACH, as to whether you should contact the girl and/or her parents or guardians as appropriate to explain the report, why it is being made, and what it means. However, if you believe that telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, you should notify the police or the MACH and not discuss it.
- The Designated Safeguarding Lead must notify the SENDCo where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

SCHOOL REPORTING PROCEDURE: FEMALE GENITAL MUTILATION

The staff member must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead as soon as possible.

The staff member must record the disclosure/incident and their actions ASAP on CPOMS using their own login and clear, factual detail.

With support from the DSL or DDSL the staff member will contact the Police immediately (non-emergency number 101).

Following the conversation with the Police the outcome of this conversation should be recorded on CPOMS including the police incident reference number.

If the child in question already has a Social Worker they will be informed immediately.

If the child is not known to social care a safer referral will be made by the DSL or DDSL. The safer referral will include details of the referral made to the Police (including police incident reference number).

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.19 Honour-Based Abuse (HBA):

All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. All staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or a deputy). As appropriate, the Designated Safeguarding Lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. This crime is closely associated with Female Genital Mutilation (FGM). Where FGM has taken place, the mandatory reporting duty placed on teachers must be undertaken.

SCHOOL REPORTING PROCEDURE: HONOUR-BASED ABUSE

If staff have reason to believe that a child is a victim of Honour-Based Abuse they must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.20 Forced Marriage:

Young people, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development. A pupil may present with a sudden decline in their performance, aspirations or motivation. Some female pupils may feel studying is pointless if they are going to be forced to marry and therefore be unable to continue with their education. Some pupils may stop attending school or college and visits to the home by welfare officers or other members of staff may result in the professional being told that the child is out of the country. Other pupils may show a decline in punctuality, especially if they are past compulsory education age, which may be the result of having to "negotiate" their way out of the house. Some pupils, particularly girls, are given minimal time to get to school so they do not have time to meet a boyfriend or talk to friends. Staff may become aware of conflict between the pupil and their parents about whether the pupil will be allowed to continue their education. Sometimes there may be family disputes over whether the pupil can make applications to colleges or universities, and the distance of the college or university from the family home. Another warning sign might be a family history of older siblings leaving education early and marrying early. Their parents may feel it is their duty to ensure that children are married soon after puberty in order to protect them from sex outside marriage. In these cases, there may be a history of considerable absence from school which is authorised by the pupil's parents. These absences may be for sickness, or extended family holidays overseas often interrupting the school term. The school should aim to create an "open environment" where pupils feel comfortable and safe to discuss the problems they are facing - an environment where forced marriage is discussed openly within the curriculum, and support and counselling are provided routinely. Pupils need to know that they will be listened to and their concerns taken seriously.

SCHOOL REPORTING PROCEDURE: FORCED MARRIAGE

If staff have any reason to believe that any pupils, especially girls are being forced to marry, or know that there are pupils who fear they may be forced to marry they must speak to a Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead. The staff member must record their concerns or incident and their actions ASAP on CPOMS using their own login and clear, factual detail. The Designated Safeguarding Lead or Deputy Safeguarding Lead will decide on the next course of action depending on the situation and record this on CPOMS. If the child has a Social Worker or Early Help Worker they will be informed of the concern. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging. If there is an immediate risk the Police will be contacted on 999.

6.3.21 Private Fostering:

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. A social worker will visit the home and the child to make sure the child is safe and being properly cared for. The social worker will do background checks and can also offer help and support. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead should speak to the family of the child involved to check that they are aware of their duty to inform the local authority.

SCHOOL REPORTING PROCEDURE: PRIVATE FOSTERING

Private Fostering is a private agreement where a parent asks another adult to look after their child. If a child under 16 (or under 18 if the child has a disability) is cared for and lives with someone other than:

- A parent
- A person who is not the parent but who has parental responsibility
- A close relative (Grandparent, brother, sister, uncle or aunt) for a period intended to last more than 28 days.

Private Fostering is based on parental consent – if a parent has not agreed for someone else to look after their child, then the arrangement is not Private Fostering. If a staff member is made aware of this they must report it to the DSL or DDSL. The staff member must record the information they have been told on CPOMS. This information needs to be reported to the Private Fostering Team at Redcar and Cleveland Borough Council – 01642 771500 or out of hours and weekend contact Emergencies 08702 402994.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.22 Homelessness:

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff should be aware of the indicators that a family may be at risk of homelessness including 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 children's social care where a child has been harmed or is at risk of harm. In most cases, school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example, through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

SCHOOL REPORTING PROCEDURE: HOMELESSNESS

Where a member of school staff becomes aware of a child living in temporary accommodation or is homeless then a DSL must be informed. Where there is a concern that a child is not in receipt of social, health and education services as necessary to promote their health and development, then a referral must be made to Redcar MACH. All information will be logged on CPOMS. School nurse team will be informed to ensure the child is registered with a GP and in receipt of appropriate healthy services.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.23 Mental Health:

All staff should be aware that 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education. School staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. However, it is important to note that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Examples of mental health problems that may develop into safeguarding concerns, including self-harm, suicidal ideation and risk of suicide. A list of potential warning signs staff should recognise, including significant changes in behaviour, difficulty sleeping and physical signs of self-harm. Steps staff should take if they feel a child is in danger, including calling 999 or taking the child to A&E if they're in immediate danger.

SCHOOL REPORTING PROCEDURE: MENTAL HEALTH

Staff members will log any concerns they have about a child's behaviour or change in their mental health through CPOMS - these are read daily by the DSL/DDSL and SENDCo. Any immediate concerns or risk to the child will be raised to the DSL/DDSL/SENDCo. The child's parents will be informed about our concerns and meetings will be held if necessary. The school

SENDCo (Mrs F Tye) will liaise with relevant agencies, e.g. CAMHS/Counselling services. If a child is at risk of significant harm or in crisis the CAMHS crisis team will be called:

- Freephone: 0800 0516 171
- Opening hours: 24 hours a day, seven days a week

If the child is already working with a social worker they will be informed of our concerns and any action taken. If necessary a SAFER referral will be made.

Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

6.3.24 Use of Reasonable Force:

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, staff should in considering the risks carefully recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force. If harm, or the likelihood of harm, has been caused to a child through a staff member using reasonable force, the Trust Head of Safeguarding must be informed.

SCHOOL REPORTING PROCEDURE: REASONABLE FORCE

At St Paulinus Catholic Primary School the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it and it is necessary and proportionate. If the particular circumstances do not warrant the use of physical force, any use of force will be unlawful. Where a situation can be resolved without force, force should not be used. The use of force must normally be a last resort.

Significant Physical Intervention (requiring recording) includes methods such as:
Loose/Positive Guide, Hip Stabilize, Double Arm Hold, Straight Arm Hold, Double Arm Reverse, Dynamic Hold, Turn and Go, and Sit Hold - when used to move or restrain a pupil against their will.

Non-significant interventions (not requiring recording) include: Contact and Cover, Prompt, Touch Prompt - when guiding a pupil where they are willing to go, or blocking a pathway where the pupil complies.

Seclusion is defined as confinement away from others where the pupil is prevented from leaving (physically or via perceived threat of punishment).

When a significant incident occurs:

1. A Senior Leader must be informed immediately
2. Witness statements are collated for the Senior Leadership Team
3. Parents are contacted with basic details (time, duration, reason, type of force, injuries)
4. The incident is recorded in ARBOR (Students > Behaviour > Incidents > Dashboard) selecting "Moving a pupil to a safe space" or "Preventing a pupil's movement" and adding all physical intervention methods used

5. Seclusion incidents are recorded in ARBOR (Students > Behaviour > Internal Exclusions > Daily Attendance) selecting "Seclusion" with precise duration and details
6. The Senior Leadership Team completes the reporting documentation
7. The report is uploaded to CPOMS and a paper copy is provided to parents
8. The Trust Standards Officer is informed
9. Any child who is part of the school's SEND register will automatically be highlighted to the school SENDCo (Mrs F Tye) via CPOMS auto-tagging.

7. Legislation

- Children Act 1989 provides the section 17 duty to safeguard and promote the welfare of children who are in need and provides the section 47 duty to investigate whether a child is at risk of serious harm.
- Local Government Act 2000 establishes effective joint working across local authority sectors.
- The Education Act 2002, The Education (Independent School Standards) Regulations 2014 (including Academies/Free Schools) The Education (Non-Maintained Special Schools) (England) Regulations 2011 sets out the standards for safeguarding functions for children and young people in all settings, which schools have a statutory duty to ensure that they meet.
- The Children Act 2004 established under section 11 a duty for partner agencies to participate with the local authority in a range of safeguarding and child protection provisions.
- Children and Social Work Act 2017, improves support for looked after children and care leavers, promotes the welfare and safeguarding of children, and makes provisions about the regulation of social workers.
- Children and Families Act 2014 (Part 3: Children and young people with special educational needs (SEN) and disabilities) gives vulnerable children greater protection, paying special attention to those with additional needs, and also helping parents and the family as a whole.
- Counter-Terrorism and Security Act 2015 The Counter-Terrorism and Security Act contains powers to help the UK respond to the threat of terrorism.

8. Related Policies

- NPCAT Safeguarding and Child Protection Policy
- NPCAT Adult Allegations and Low-Level Concerns Policy
- NPCAT Supporting Pupils with Medical Conditions Policy
- NPCAT Children with Health Needs who Cannot Attend School Policy
- NPCAT Attendance Policy.
- NPCAT Behaviour Policy.
- NPCAT Health & Safety Policy.
- NPCAT Remote Education (Online Learning) Policy.
- NPCAT Recruitment Policy.
- NPCAT Confidential Reporting (Whistleblowing Policy).
- NPCAT Conduct of Staff
- NPCAT GDPR (General Data Protection Regulation) Policy
- NPCAT ICT Systems Acceptable Use Policy
- NPCAT Social Media Policy
- NPCAT Exclusion Policy
- NPCAT Restrictive Physical Intervention Policy.

9. Related Procedures

- NPCAT Remote Education (Online Learning) Secondary Protocol.
- NPCAT Remote Education (Online Learning) Primary Protocol.
- NPCAT GDPR (General Data Protection Regulation) Procedures
- NPCAT ICT Systems Acceptable Use Procedures
- NPCAT Adult Allegations and Low-Level Concerns Procedures
- NPCAT Child Protection Online Management System (CPOMS) Procedures

10. Supporting Information / Websites

- Keeping Children Safe In Education 2026 - GOV.UK Statutory guidance for schools and colleges (in force from 1 September 2026).
- Keeping children safe in education 2025 - GOV.UK Statutory guidance for schools and colleges July 2025 (for information) version, pending publication of final version which comes into force in September 2025.
- Working Together to Safeguard Children 2026 . GOV.UK A guide to inter-agency working to safeguard and promote the welfare of children.
- Child abuse concerns: guide for practitioners What to do if you're worried a child is being abused. Advice for practitioners.
- What to do if a child reveals abuse Report Abuse in Education helpline: The NSPCC have launched a dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. Call the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.
- Shore Space The Lucy Faithfull Foundation in collaboration with the Home Office, has developed this online resource which works to prevent harmful sexual behaviour and offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.
- Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities.
- The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities.
- Kinship Care Statutory guidance for local authorities October 2024.
- Revised Prevent duty guidance: for England and Wales Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- Educate Against Hate - Prevent Radicalisation & Extremism is a government website designed to support school teachers and leaders to help them safeguard their pupils from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.
- Sharing nude: how to respond to an incident (overview) This page provides a brief overview for frontline staff of how to respond to incidents where nudes and semi-nudes have been shared.
- Upskirting: know your rights Find out about upskirting and why the law has changed.
- National Crime Agency – County Lines Leading the UK's fight to cut serious and organised crime.
- Criminal Exploitation of children and vulnerable adults: County Lines guidance This guidance is primarily aimed at frontline staff who work with children, young people and potentially vulnerable adults.
- Department for Education Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation.

- Preventing Child Sexual Exploitation | The Children's Society Preventing Child Sexual Exploitation – The Children's Society and Home Office
- National referral mechanism guidance: adult (England and Wales) The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.
- Gov.uk – Children missing education Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.
- Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities.
- Home International parental child abduction Information for parents whose British child has been abducted overseas by the other parent or a relative, or who worry that this may, or has, occurred.
- Home Office – Serious Violence Strategy, April 2018 The Serious Violence Strategy sets out the government's response to serious violence and recent increases in knife crime, gun crime and homicide.
- Support for families and friends of prisoners Get support and advice if you know someone in prison.
- The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
- Young witness booklet for 5 to 11 year olds - GOV.UK; Young witness booklet for 12 to 17 year olds - GOV.UK Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children.
- Cyber Choices: Helping you choose the right and legal path This is a national programme coordinated by the National Crime Agency and delivered by Cyber Choices teams within Regional Organised Crime Units and Local Police Force Cyber Teams.
- Guidance: Domestic abuse: how to get help Find out how to get help if you or someone you know is a victim of domestic abuse. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
- Operation Encompass A police and education safeguarding partnership which enables schools to offer immediate support to children experiencing domestic abuse.
- Female genital mutilation – GOV.UK (www.gov.uk) These documents raise awareness of female genital mutilation (FGM) and provide advice on preventative measures. Further information is available through the FGM helpline, by email: fgmhelp@nspcc.org.uk or telephone: 0800 028 3550.
- Statistics on so-called 'honour-based' abuse offences recorded by the police This publication provides information on the number of police recorded offences which were identified as being so-called 'honour-based' abuse (HBA) related.
- Forced marriage How to protect, advise and support victims of forced marriage – information and practice guidelines for professionals. Advice is available from the Forced Marriage Unit 020 7008 0151 or email fmu@fcdo.gov.uk
- Use of reasonable force in schools Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff.
- Your rights to housing if you're under 18
- Promoting and supporting mental health and wellbeing in schools and colleges Find out what help you can get to develop a whole school or college approach to mental health and wellbeing.
- About the Whistleblowing Advice Line Support for professionals who are worried about how child protection issues are being handled in their workplace. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.
- PACE Code C 2019 (accessible) - GOV.UK The code of practice for the detention, treatment and questioning of persons by police officers.

11. Contacts

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Visitors to School Flowchart

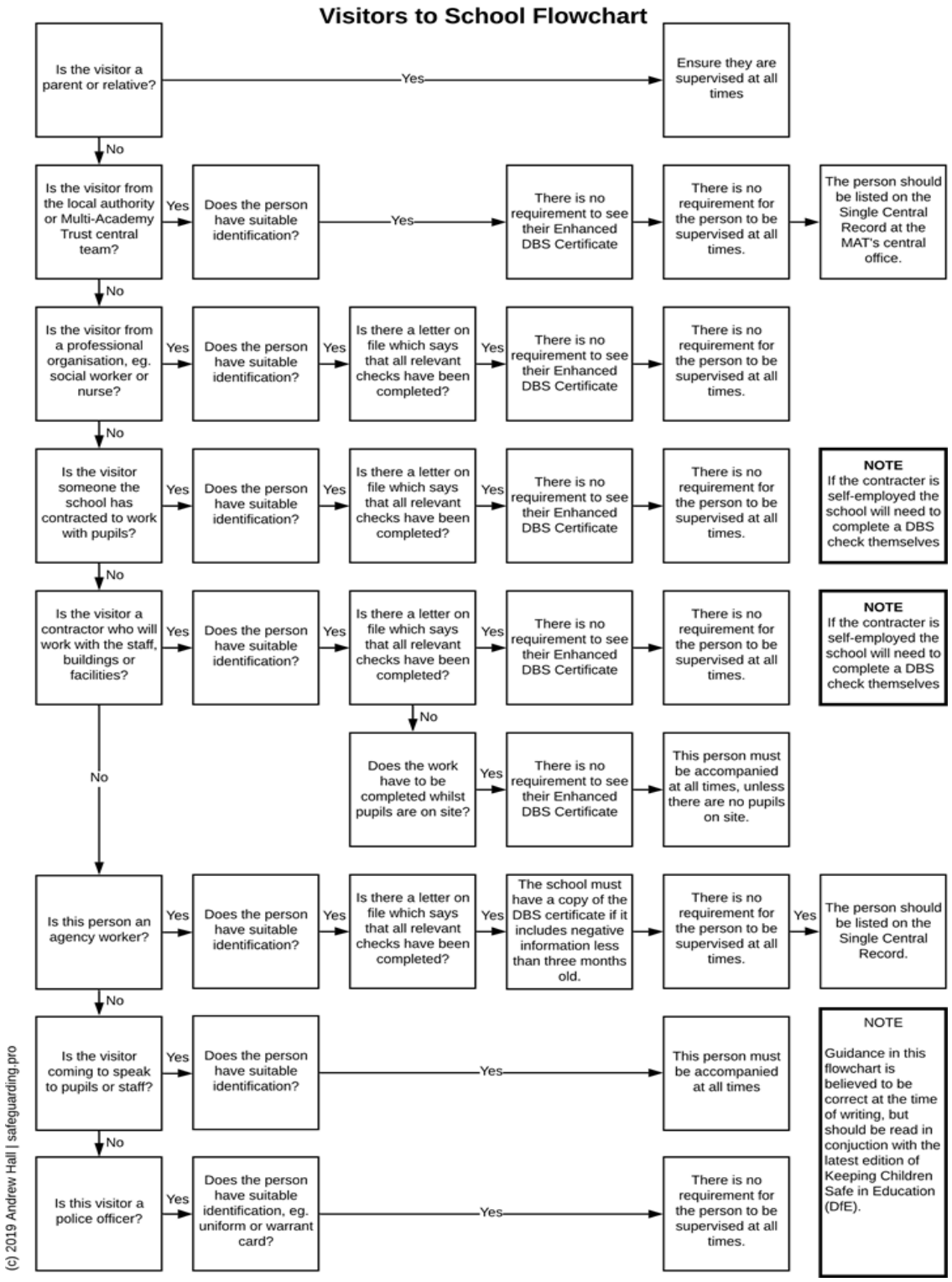

Table of substantive changes

(additions shown in italics)

Summary	Safeguarding and Child Protection Policy
Definitions	**Addition:** *Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.* *The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.* ***(update to KCSIE para 143)***

Summary	Safeguarding and Child Protection Procedures
Definitions	**Addition:** *Online Safety* *The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:* ***content****: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.* ***contact****: being subjected to harmful online interaction with other users; for example: 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****: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying,* ***commerce****: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group https://apwg.org/).* ***(update to KCSIE, para 135)*** **Addition:** *Generative Artificial Intelligence* *Generative AI is one type of AI. It refers to technology that can be used to create new content based on large volumes of data that models have been trained on a variety of sources.* *The Department for Education has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.* ***(update KCSIE, para 143)*** **Addition:** *Kinship care* *Kinship care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. The following are all types of kinship care arrangement, however this list is not exhaustive:*

	(a) Informal kinship care arrangements (not approved foster care) including: *i. A private family arrangement in which a close family member who does not hold parental responsibility, raises the child and* *• The local authority has had no major role in making the arrangement for the child; and* *• Where a Family Court has not made an order in respect to the care of the child.* *ii. Where a child under the age of 16 is being provided with accommodation for less than 28 days by an individual in their own home who is not a close relative.* *iii. Where a 16 or 17 year old is being provided with accommodation by an individual who is not a close relative in their own home.* *(b) A private fostering arrangement in which someone who is not a close relative* (of the child under the age of 16 looks after the child for 28 days or more (as per section 66(1)(a) and (b) of the Children Act 1989). (see above in Definitions).* *(c) Where a 'lives with' Child Arrangements Order** has been granted in respect of the child, in favour of someone who is a friend or family member but is not the child's parent.* *(d) Where a Special Guardianship Order has been granted appointing a friend or family member as the child's special guardian.* *(see above in Definitions).* *(e) Where a child is a 'looked after child' (see above in Definitions) by virtue of either an interim or final care order or being accommodated by the local authority (usually under section 20 of the Children Act 1989) and each of the following apply (this may be described as 'kinship foster care' or 'family and friends foster care'):* *i. The child is being cared for by a friend or family member who is not their parent, and* *ii. The friend or family member is approved as a local authority foster carer either on a temporary basis or following full assessment.* ** In relation to private fostering, "relative" has the meaning given in section 105 of the Children Act 1989. It includes only the following: grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership), and stepparent (a married stepparent, including a civil partner).* *** Section 8 of the Children Act 1989 -Child Arrangements Orders specify with whom a child will live, spend time, or have contact with. They essentially replace the previous residence and contact orders.* ***(update to KCSIE, para 199)***
Responsibilities	**Addition:** 5.1.2 All staff must provide a safe environment in which children can learn by: • Be aware that technology is a significant component in many safeguarding and wellbeing issues, and understand the additional risks for pupils online, and the breadth of

	issues that can be categorised into four main areas of risk: **content** *(comprising misinformation, disinformation (including fake news) and conspiracy theories)***, contact, conduct, and commerce.** **(update to KCSIE, para 135)** ● Understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring to limit children's exposure from harmful online information from the school's IT system, *including on the use of generative AI in education (2026).* **(update to KCSIE, para 143)** **Addition:** 5.3.5 Work with others: ● Ensure that the school's response to children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly County Lines. The school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent them from becoming a child missing education in the future, *having regard to the Department for Education statutory guidance, Working together to improve school attendance*. **(update to KCSIE, para 177)** ● Ensure that the safeguarding arrangements at any Alternative Provision setting used by the school has been approved by the Trust Head of Safeguarding before the pupil commences their education, and that the pupil is being routinely visited by the school. *Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.* **(update to KCSIE, paras 169-170)** **Addition:** 5.3.7 Raise Awareness: ● Liaise with the Local Authority's Virtual School Head to support those pupils who have a social worker *and to promote the educational achievement of children in kinship care.* ***(update to KCSIE, para 199)*** **Addition:** 5.3.8 Online safety

	• Understand the unique risks associated with online safety and be confident that staff have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college, including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring to limit children's exposure from harmful online information from the school's IT system, *including on the use of generative AI in education (2025).* ***(update to KCSIE, para 143)*** **Addition:** 5.3.9 Child's Voice • Ensure pupils who may be LGBT have a trusted adult who they can be open with to reduce the additional barriers faced by such pupils and to provide a safe space for them to speak out or share their concerns with members of staff. ***The Department of Education expects to publish the revised guidance on gender questioning children in September 2025.*** ***(update to KCSIE, para 204)*** • Exercising caution for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, *including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.* ***(update to KCSIE, para 205)*** **Addition**: 5.3.13 Teaching safeguarding: • Ensure that there is a preventative programme of Personal, Social, Health and Economic Education, Relationships Education or Relationships and Sex Education and Health Education. ***It is expected that the DfE will publish revised guidance on Relationships, Sex and Health Education and update the statutory guidance in September 2025.*** ***(update to KCSIE, para 128)*** • Children are taught about how to keep themselves and others safe, including online, and this information is presented in an age-appropriate way. This includes 'undressed' guidance from the London Grid for Learning that teaches young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders (KCSIE, para 470), *and clarify that misinformation, disinformation and conspiracy theories are safeguarding harms.* ***(update to KCSIE, para 135)*** **Addition:** 5.3.15 Safer Recruitment:

	• *Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.* ***(update to KCSIE, paras 169-170)*** **Addition:** 5.3.18 Impact and Evaluation: • *In conjunction with IT staff, self assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them by using the Department of Education 'plan technology for your school' service.* ***(update to KCSIE, para 142)*** • *In conjunction with IT staff, review the effectiveness of filtering and monitoring procedures periodically to keep up with evolving cyber-crime technologies and consider taking appropriate action to meet the Gov.UK Cyber security standards for schools and colleges , which were developed to help improve resilience against cyber-attacks.* ***(update to KCSIE, para 144)***
Supporting Information/Websites	**Addition:** • *Shore Space The Lucy Faithfull Foundation in collaboration with the Home Office, has developed this online resource which works to prevent harmful sexual behaviour and offers a confidential chat service supporting young people who are concerned about their own or someone else's sexual thoughts and behaviour.* ***(update to KCSIE, para 545)*** • *Kinship Care Statutory guidance for local authorities October 2024.* ***(update to KCSIE, para 199)*** • *Preventing Child Sexual Exploitation | The Children's Society Preventing Child Sexual Exploitation – The Children's Society and Home Office.* ***(update to KCSIE, Annex B - page 164)***