Crestwood Park Primary School

Safeguarding and Child Protection Policy

Policy ID: CPPS042
Policy owner: CPPS
Minimum frequency of review: Annual
Date of last review: September 2026

Contents

1. Introduction 4
2. Purpose 4
3. Aims 5
4. Prevention 8
5. Procedures 9
6. Roles and responsibilities: Designated Safeguarding Lead 10
7. Roles and responsibilities: Staff 13
8. Staff support 16
9. Roles and responsibilities: Governors and Governing Bodies 16
10. Volunteers and contractors 18
11. Communication with parents 19
12. Reporting system for our pupils 19
13. Safer recruitment and employment practices 20
14. Allegations of abuse made against other children (child on child abuse) 23
15. Allegations against a staff, supply teacher, teaching assistant or volunteer 25
16. Referral to Disclosure and Barring Services (DBS) 27
17. Information sharing, confidentiality and record keeping 27
18. Involving parents/carers 28
19. Family help 28
20. The curriculum 29
21. Looked after children 30
22. Other areas of our work 30
23. Training and development 30
24. Definitions and indicators of abuse 31
25. Signs of abuse 34
26. Domestic abuse 34
27. Controlling and coercive behaviour 35
28. Online safety 35

29. Child on child sexual violence and sexual harassment 37
30. Upskirting and Sharing of Nudes and Semi Nudes 39
31. Responding to reports of sexual violence and sexual harassment 40
32. Specific safeguarding issues and links 40
33. Honour Based Abuse (HBV) 41
34. Female Genital Mutilation (FGM) 41
35. Child sexual exploitation (CSE) 42
36. Child Criminal Exploitation (CCE) 44
37. County Lines 45
38. Sexting 45
39. Contextual Safeguarding 46
40. Children who are absent from education 47
41. Children and the court system 48
42. Children with family members in prison 48
43. Homelessness 48
44. Private fostering 48
45. Children with special educational needs and disabilities 49
46. Prevent strategy (radicalisation, extremism and terrorism) 50
47. Mental Health 53
48. LGBT+ pupils 54
49. Pupils with Medical Needs 55
50. Young Carers 55
51. Serious Violence 55
Appendix 1: Dealing with a disclosure of abuse 57
Appendix 2: What to do if you are concerned 59
Appendix 3: Process for recording and reporting a concern about a child 62
Appendix 4: Actions where there are concerns about a child 63
Appendix 5: Welcoming visitors to our school and safeguarding 64
Appendix 6: Risk management plan for harmful sexual behaviour and sexual harassment 65
Appendix 7: Low level concern policy statement 71

1. Introduction

Crestwood Park Primary school is committed to safeguarding and promoting the welfare of all children and young people within and outside the school environment.

2. Purpose

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

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances

Our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the school.

Crestwood Park Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations.

3. Aims

- To ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm.
- To provide a safe culture for our children to grow and thrive.
- To adopt this policy which provides information for all adults working with children to carry out their duty of care responsibly.
- To provide information and training for all staff and other adults to carry out this duty of care responsibly.

We give special consideration to children who:

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

The following documents, circulars and guidance for good practice govern child protection work at Crestwood Park Primary School:

- Keeping Children Safe in Education (2026) and Working-together to safeguard children https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- Dudley Safeguarding People Partnership Board (DSPPB)- Safeguarding Children Procedures https://dudleysafeguarding.org.uk/children/professionals-working-with-children/safeguarding-children-procedures/
- Dudley's Continuum of Help and Support http://dudleysafeguarding.org.uk/children/wp-content/uploads/sites/2/2026/06/Dudley-Continuum-of-Help-and-Support-Final.pdf
- Dudley Safeguarding Partnership Threshold Guidance
- Dudley Family help leaflet
- Staff Code of Conduct
- Sparks Good Behaviour and Discipline Policy
- Dealing with a Disclosure (School Guidance- See Appendix 1)
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Childcare Act 2006 (as amended 2018)
- Education Act 2002- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing Regulations 2009- which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to have completed safer recruitment training
- Working Together to Safeguard Children- 2023
- The Human Rights Act 1998 which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights
- DfE's Filtering and Monitoring Standards
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings- May 2019 v2
- What do you do if you are Worried a Child is Being Abused -March 2015; (See Appendix 2)
- Serious Crime Act 2015- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015) Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Section 5B of the Female Genital Mutilation Act 2003
- Safeguarding Vulnerable Groups Act 2006(as amended by the Protection of Freedoms Act 2012 and The Crime and Policing Act 2026), which defines what 'regulated activity' is in relation to children
- Information sharing advice for safeguarding practitioners (DfE – updated 2018)
- Children Missing Education (September 2016)
- Child Sexual Exploitation (February 2017)
- West Midlands Child Protection and Safeguarding Procedures Manual
- Sexual Violence & Sexual Harassment between Children in Schools and Colleges – May 2018
- Staff Acceptable Use and Mobile Phone Policy
- 2018 Childcare Disqualification Regulations
- Exploitation Dudley Screening Tool
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation).
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- Operation Encompass statutory guidance
- The Crime and Policing Act 2026
- The Children's Wellbeing and School Act
- 'Information Sharing Duty Statutory guidance for safeguarding organisations and their practitioners (UK Government, September 2026)'.
- This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

4. Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- supporting pupils who have been abused in accordance with his/her child protection plan
- establishing a safe environment in which children can learn and develop
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, the safeguarding response to children who go missing from education, and ensuring that the identity of the DSL and deputies are included within school systems to support safeguarding and are explained to all staff as part of their induction. (Further guidance on these issues is available on the DSCB website- see links on pages 14 and 15)

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

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

Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. If the DSL is unavailable, the Deputy Leaders will be the next point of contact. If in doubt, ask.

5. Procedures

Crestwood Park Primary School will ensure that all staff read KCSiE in full. All staff will follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding lead responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. Parents should be made aware of the policies and procedures
- ensure that parents are aware that this policy is available on request, and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- ensure that when a child who has a child protection plan leaves school, their information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 2 refers to What to do if you are concerned.**

This appendix is displayed on our GO TO Safeguarding board in school. A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB website. The DSL should be consulted for completion of this form.

6. Roles and responsibilities: Designated Safeguarding Lead

The Designated Safeguarding lead is a senior member of staff from the leadership team and has responsibility and management oversight and accountability for child protection, along with the Head Teacher. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

Deputy DSLs are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

The DSL is a member of the senior leadership team.
Our DSL is Liz Kennedy - Headteacher.

When the DSL is absent, the Deputy DSL will act as cover.
Our Deputy DSL is Ally Cadman - Deputy Headteacher.

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

DSL will help to promote educational outcomes by working closely with their staff.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. Staff should only involve those who need to be involved when a child tells them that he/she is being abused or neglected.

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

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Any verbal conversations with the DSL will then be promptly recorded on CPOMS. Out of school hours and during the holidays, the DSL is available via e-mail or telephone.

When the DSL is absent, the deputy DSL - will act as cover.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. Access to these records 6 by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility. In keeping with best practice, the school requests three emergency contact numbers for each pupil. **The Data Protection Act 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**

If a pupil moves from our school, the DSL will consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. Child protection records may be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools or in instances where advance information would allow the new school to continue supporting the victim of abuse and have the appropriate support in place for the pupil's arrival. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be

kept in electronic format on our Integris Information Management System (under – activities). This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

The designated safeguarding lead should 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.

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

When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder. The DSL will be given the time, funding, training, resources and support to:

- Work closely with teachers and share information & provide advice and support to other staff on child welfare and safeguarding and child protection matters
- Sets out procedures so that staff promptly share their safeguarding concerns in writing
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Refer cases of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to Channel programme.
- Refer cases where a crime may have been committed to the Police
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

- Contribute to the assessment of children, particularly in relation to Family help
- Work closely with Mental Health Leads
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Panel, Disclosure and Barring Service and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding and takes the lead of the filtering and monitoring systems and processes in place at our school, this is included in the DSL's job description
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers (LADO) for safeguarding and child protection concerns as appropriate
- Make decisions regarding low- level concerns. (See Appendix 8 for Low-level Policy Statement)

7. Roles and responsibilities: Staff

Staff will be trained to understand their responsibilities in their Annual Safeguarding Training and through regular updates/activities.

Safeguarding updates/activities are an agenda item for every staff meeting.

Our safeguarding responsibilities include:

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

- Taking action to enable all children to have the best outcomes

All staff

- Will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed, understand, and will follow the guidance

Staff will take opportunities to teach safeguarding including an age-appropriate program to cover issues such as:

- healthy and respectful relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- laws relating to sexual consent, sexual abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female genital Mutilation (FGM) and how to access support
- what constitutes sexual harassment and sexual violence and why these are unacceptable.

All staff will be aware of:

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

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child exploitation (CSE/CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- What to look for to identify children who need help or protection.
- Having an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below). They know the following behaviours and indicators can be signs that children are at risk: • drug taking and/or alcohol misuse • unexplainable and/or persistent absences from education • serious violence, criminal exploitation (including that linked to county lines), radicalisation, and • consensual and non-consensual making or sharing of nudes or semi nudes.

Staff safeguarding training

- All staff members will undertake safeguarding and child protection training, online safety training including IT filtering and monitoring roles and responsibilities, together with managing allegations and whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with local and statutory guidelines.
- All staff will undertake annually training on Cyber-security training.
- Have regard to the Teachers' Standards to support the expectation that all teachers:
    - Manage behaviour effectively to ensure a good and safe environment
    - Have a clear understanding of the needs of all pupils/students.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates including online safety, as required but at least annually. Regular updates throughout the academic year could include (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

All new staff will receive robust safeguarding training in line with the whole school training package; this will be delivered as part of their induction process.

8. Staff support

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

9. Roles and responsibilities: Governors and Governing Bodies

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

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding training and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies in place in school are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

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

The Governing Body/Trust will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The Chair of governors will act as the ‘case manager’ if an allegation of abuse is made against the headteacher, where appropriate (see appendix 2).

The Governing Body/trust will be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements .

All Governors have read and understood Keeping Children Safe in Education 2026.

Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners

The Governing Body/Trustees, will seek assurance of the following areas:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure

That this policy reflects that child with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- Reviewing the effectiveness of filtering and monitoring systems at least once every academic year – as well as details on who should carry out these reviews
- Ensuring the school has appropriate cyber security systems in place

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

10. Volunteers and contractors

All volunteers and contractors will receive safeguarding procedures and guidance on their arrival at the school this will include how to report a concern, the behavioural expectations of the visitors to ensure that children are safe, also filtering and monitoring alongside appropriate use of mobile technology. Safeguarding information will be provided as required during their time working with the school to ensure that they are compliant.

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

11. Communication with parents

Where appropriate, we will discuss any concerns about a child with the child's parents/carers. The DSL will normally do this in the event of a suspicion or disclosure.

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

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will usually notify the parents of all the children involved.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

We will think carefully about what information we provide about the other child involved, and when.

We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

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

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

12. Reporting system for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services

to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

13. Safer recruitment and employment practices

Crestwood Park Primary School has created a culture of safe recruitment and has adopted the Local Authority policy on recruitment procedures.

Crestwood Park Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement
- Our statement of Commitment: "Crestwood Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All shortlisted candidates will be subject to an online check. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks."
- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training
- ensuring that references are gained before interview
- ensuring that online checks (such as searching social media platforms and internet search engine searches) are carried out for all shortlisted candidates
- ensuring that a safeguarding question is included in the interview
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a childcare capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an

implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school

- All governors require an Enhanced DBS check and new appointments are TRA checked for Section 128 prohibition from governance
- Prohibition of teaching checks must be completed for everyone engaged in 'teaching work', whether a qualified teacher or not: and must be appropriately recorded on the Single Central Register. A teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils, however, these activities are not classed as teaching work for the purposes of Keeping Children Safe in Education regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision
- Where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment

Online Check

At the point of shortlisting, an online check record will include which platforms have been searched, which 'terms' have been searched (e.g. candidates name/ former name), the results of the search, whether these raised a safeguarding concern, whether the candidate was asked to clarify the information and the information then given by the candidate.

DBS Checks

An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'

A person will be engaging in regulated activity with children if they work on a frequent basis in our school, or in connection with the purposes of our school, where the work gives opportunity for contact with children. A person will also be in regulated activity if, as a result of their work or volunteering, they:

- will be responsible, on a frequent basis in a school for teaching, training instructing, caring for or supervising children, providing advice or guidance on physical, emotional or educational wellbeing, or driving a vehicle only for children, or

- engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) on these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions.

Separate barred list checks will be carried out in the following circumstances:

- Newly appointed staff or volunteers if they will start work in regulated activity before the DBS certificate is available and where other relevant checks have been completed
- Individuals that have worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than 3 months prior to their appointment to the school.

Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018. In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger.

All staff at Crestwood Park are made aware that their 'relationships and associations' (including online) may have a safeguarding implication.

14. Allegations of abuse made against other children (child on child abuse)

At Crestwood Park we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's SPARKS Behaviour Policy and Child on Child Abuse Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but not limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery)
- initiation-type violence and rituals

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. Where staff are concerned or there has been a report of sexual violence or sexual harassment, guidance will be taken from the DfE documents 'Sexual Violence & Sexual Harassment between Children in Schools and Colleges- Part Four (May 2018)' and 'Keeping Children Safe in Education- Part Five (Sept 2024)'

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL or Deputy DSL and, in extreme cases, the Governing Body. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding. The school is part of 'Peacemakers 'project during 18-19 to encourage the use of circle time proactively to discuss and address issues outlined above. Additionally, there is a named pastoral team led by Mrs Priest. The children know who the team are and a variety of structures and initiatives have been developed to support children's emotional health and wellbeing and encourage kindness and respect. (See pastoral care guidance for further information)

15. Allegations against a staff, supply teacher, teaching assistant or volunteer

Crestwood Park Primary school will follow the ''Managing Allegations Against Staff or Volunteers' (DSCB Procedures) and will have regard for the DfE 'Harm Test' guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

The process for dealing with allegations against staff are as follows:

- If a volunteer or member of staff has concerns about another volunteer or member of staff- refer to the Headteacher. However, staff can refer directly to LADO, Ofsted or the NSPCC (see below)
- If the concern is about the head teacher, staff can refer to the chair of Governors
- If anyone has a concern about poor safeguarding practices in school, whistle blowing procedures apply

- If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer

All allegations of abuse made against teachers or other staff must be reported to the Local Authority Designated Officer (LADO) within one working day via allegations@dudley.gov.uk

See **https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/management-of-allegations** for further details

Any member of staff or volunteer can also refer anonymously to Ofsted via the Whistle Blowing Hotline 0300 123 3155 or the NSPCC 0800 028 0285 / help@nspcc.org.uk

- If any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days
- In response to an allegation all other options should be considered before suspending a member of staff
- Allegations that are found to be malicious should be removed from the personnel records
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- Reporting restrictions only apply to teachers in schools
- We as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- When an allegation is made it is extremely important that every effort is made to maintain confidentiality
- After any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded
- Where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order

In addition to this Crestwood Park Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both

child protection procedures and the code of good practice. All staff within Crestwood Park Primary will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (Oct 2015). This covers a wide range of issues around staff conduct.

16. Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2024). Further advice is sought from HR.

17. Information sharing, confidentiality and record keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

KCSiE states: “The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of the children.,”

At Crestwood Park we use the CPOMS system to keep factual evidence-based accounts. All concerns are recorded in writing on CPOMS within 24 hours.

Body maps are used to evidence injuries. At no time would an individual teacher/member of staff consider taking photographic evidence of any injuries or marks to a child's person.

We ensure secure transfer of safeguarding/CP records.

18. Involving parents/carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Safeguarding and Child Protection Policy through the school website.

19. Family help

If staff have any concerns about a child's welfare they should act on them immediately and speak to the DSL. The DSL will take the lead role when Family help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome. Signs that Family help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is a privately fostered child
- There are other signs that a family or child may benefit from and Family help assessment. Staff should speak to DSL (or Deputy) if they have concerns that are not listed above.

The local authority guidance and thresholds can be found at:
http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families

The Dudley Help Information leaflet can be accessed via the following link:
https://dudleysafeguarding.org.uk/wp-content/uploads/2025/03/Early-Help-A5-4pp-Leaflet-v2.pdf

The role in schools and settings of securing Family help can be key to improving outcomes for children. However, it is recognised that some families will need reassurance of the process and its potential to impact outcomes before they will agree to the offer.

This is recognised by Dudley, and its Family help Enablers should be viewed as key partners to schools and settings in supporting the transparent work needed around consent.

Dudley Safeguarding Partnership Continuum of help and support can be viewed via the following link:
https://dudleysafeguarding.org.uk/children/professionals-working-with-children/safeguarding-children-procedures/#accordion-flacb0

20. The curriculum

At Crestwood Park we ensure that children are taught about how to keep themselves and others safe, including online. We recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship and Sex and Relationships Education and Online Safety. Children are taught how to recognise when they are at risk and how to get help when they need it.

21. Looked after children

The designated teacher for looked after children at Crestwood Park is the headteacher, Elizabeth Kennedy. She is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe.

The designated teacher will work closely with the Virtual School Head and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child.

In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

22. Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, Physical handling, positive behaviour, will be linked to ensure a whole school approach. At Crestwood Park, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

23. Training and development

Crestwood Park Primary School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses, external training and in-house training provided throughout the year
- clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/training events
- the designated Safeguarding Lead/s will take part in regular formal training sessions Advanced level training at least every two years)
- all policies and procedures will follow DFE guidance on Child Protection issues
- governors will be kept informed about procedures through the Child Protection Link Governor
- good monitoring takes place of pupils identified as at risk
- the pastoral team works closely with outside agencies to share information and co-ordinate support for the pupil.

According to 'Keeping Children Safe in Education' (2020), the Head Teacher and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. A Training Record is kept for all adults working in contact with children.

24. Definitions and indicators of abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or 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. Children may be abused in a family or 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2018 as follows:

1. Physical Abuse

2. Emotional Abuse
3. Sexual Abuse
4. Neglect

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 persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 as a result of maternal 18 substance abuse. Once a child is born, neglect may involve a parent or carer failing to: Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care of treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant harm
Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.

25. Signs of abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour

26. Domestic abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality.

This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse
- Domestic Abuse Act 2021

Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm. Our staff are aware of Operation Encompass and the National Domestic Abuse Helpline.

All staff, but especially the DSL and Deputy DSL should consider whether children are at risk of abuse 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 abuse (Including harassment and exploitation) domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

27. Controlling and coercive behaviour

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

28. Online safety

The school ensures that pupils are taught to stay safe online as part of our broad and balance curriculum. The school makes use of a number of resources and tools to support online safety such as:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- PSHE Association scheme
- Be Internet Legends by Parent Zone and Google
- Lessons and assemblies devoted to safety when online
- Acknowledging and ensuring awareness of Safer Internet Day
- Parental information provided to teach safe practices in the home

Pupils are not allowed to have access to their own electronic devices during the school day. If a child needs a mobile phone to arrange transportation when leaving school, they can bring their mobile phone to school and hand it in for safe keeping in the school office.

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If it is felt that pupils, students or staff are at risk, we speak to the DSL/DDSL. We can also report it to the Anti-Phishing Working Group (**https://apwg.org/**)

Reviews are carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated IT support. This includes checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. The leadership team and relevant staff have an awareness and understanding

of the provisions in place, how to manage them effectively and how to escalate concerns when identified.

Please also refer here to our separate Online Safety and Social Media Policy

29. Child on child sexual violence and sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

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

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny/misandry and an unsafe environment for pupils.

For some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys’ perpetrators. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the making or sharing of nudes and semi-nudes, including where generated by AI), which may include or be driven by misogyny/misandry

We recognise the intersection of misogyny/misandry and harmful sexual behaviour. We will actively identify, challenge and address how misogynistic/misandrist attitudes contribute to the normalisation of inappropriate behaviour and increases the risk of leading to child-on-child abuse, including sexual harassment and sexual violence, within our school environment

We will be alert to the prevalence of harmful online material and extreme misogynistic/misandrist ideologies, including misogynistic influencers, and recognise the impact this content could have on shaping pupils’ attitudes.

Staff are required to discuss with the DSL if they’re concerned about a pupil being exposed to misogynistic or misandrist content.

30. Upskirting and Sharing of Nudes and Semi Nudes

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

We will minimise the risk of Child-on-Child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Consensual and non-consensual sharing of nude or semi-nude images

All incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual, require a safeguarding response.

If we are made aware of an incident involving the consensual or non-consensual making or sharing of nude or semi-nudes, including where generated by AI, we report it to the DSL immediately.

We do not:

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

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

31. Responding to reports of sexual violence and sexual harassment

At Crestwood Park Primary School, we carefully consider any report of sexual violence and/or sexual harassment. Any reports should be passed on immediately to the DSL (or deputy) who is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.

Ultimately, the school will make any decisions on a case-by-case basis, with the designated safeguarding lead (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

Please see Appendix 7 - Risk Management Plan for Harmful Sexual Behaviour and Sexual Harassment.

32. Specific safeguarding issues and links

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

For example, NSPCC offers information for schools and colleges on its own website: **www.nspcc.org.uk**.

Schools can also access DSPP guidance on any issue via the website: **dudleysafeguarding.org.uk/children/**

33. Honour Based Abuse (HBV)

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

34. Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman
- FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays)

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

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

35. Child sexual exploitation (CSE)

"Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. 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. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. A child may also be sexually exploited for the financial advantage or increased status of the perpetrator or facilitator.
Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity.

Child criminal exploitation includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in county lines is 'missing episodes', where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology including cyberbullying, 'sexting' and grooming. However, it also important to recognise that some young people

who are being sexually exploited do not exhibit any external signs of this abuse.

Statutory definition of Child Sexual Exploitation
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. DfE Child sexual exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February2017

36. Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country), forced to shoplift or pickpocket, or to threaten other young people.

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
- children who regularly miss school or education or do not take part in education

Both CCE and CSE can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE 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. This may constitute modern slavery.

The DSL/DDSL will ensure a relevant child protection and modern slavery referral is completed where a potential victim of CCE or CSE is identified.

37. County Lines

County lines County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

38. Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

39. Contextual Safeguarding

All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus 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. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

When responding to a safeguarding incident, or when worrying behaviours occur, staff should be aware that young people’s engagement in extra-familial contexts can also inform, and be informed by, what is happening in their homes. Therefore, when young people are exposed to violence or exploitation in their school, community or peer group this may fracture their family relationships and undermine the capacity of their parents/carers to 28 keep them safe. Likewise, if young people are exposed to harm within their families such as domestic or physical abuse this can impact their behaviour in extra-familial settings.

To safeguard and protect children, the DSL or Deputy must recognise the weight of peer influence on the decisions that young people make. They must also understand that safeguarding children may need to include safeguarding against influences beyond the family. The DSL must also remember that referrals can be made for contextual interventions that, when delivered effectively, can complement work with individuals and families.

40. Children who are absent from education

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

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

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

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

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

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

41. Children and the court system

Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The age appropriate guides found in Annex A of KCSIE to support children 5-11-year olds explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children so at Crestwood Park we would strive to support a child using the guides and our pastoral team.

42. Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

43. 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 in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

44. Private fostering

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disable) by someone other than a parent or close relative, in

their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins) Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that 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, the school will be clear on who has parental responsibility.

45. Children with special educational needs and disabilities

Crestwood Park Primary School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges.

Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

These can include:
• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
• being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
• the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
• communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
• the need for intimate care or that they are isolated from others,
• they are more likely to be dependent on adults for care, and
• may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

To address these additional challenges, we always consider extra pastoral and TA support for children with SEN and disabilities

46. Prevent strategy (radicalisation, extremism and terrorism)

Crestwood Park Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, racism, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

We hold a school Prevent Risk assessment in school. Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Crestwood Park Primary School is Elizabeth Kennedy.

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to a property; or seriously interferes or disrupts an electronic system.
4. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
   - Seek to provoke others to terrorist acts
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts
   - Foster hatred which might lead to inter-community violence in the UK.
5. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
6. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
7. Indicators of vulnerability include:
   - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
   - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
   - Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

8. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
9. More critical risk factors could include:
    - Being in contact with extremist recruiters
    - Accessing violent extremist websites, especially those with a social networking element
    - Possessing or accessing violent extremist literature
    - Using extremist narratives and a global ideology to explain personal disadvantage
    - Justifying the use of violence to solve societal issues
    - Joining or seeking to join extremist organisations
    - Significant changes to appearance and / or behaviour
    - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
    - Increased levels of anger
    - Changes in friendship groups and appearance
    - Expressions of sympathy for ideologies and groups

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism

- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel process
- attending Channel meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel Co-ordinator
- Sharing any relevant additional information in a timely manner

47. Mental Health

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

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

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.

Staff are aware that mental health can develop in some circumstance into safeguarding issues. This could include self-harm, suicidal ideation or risk of

suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, 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.

If the concern is a mental health concern but not also a safeguarding concern, the staff member should still speak to the DSL to agree a course of action.

Should staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option.

48. LGBT+ pupils

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Our school has a separate Transgender Policy as we are aware that such groups are potentially more at risk.

49. Pupils with Medical Needs

An incident relating to the management of a pupil's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the pupil or might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a pupil's medical condition is not provided to school, or where they are repeatedly sent without essential medication, thereby putting the
pupil at risk.

50. Young Carers

Our School is aware of the needs of young carers, we recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Through early identification we will ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

51. Serious Violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL/DDSL. The DSL will assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

Schools play a key role in protecting children from violence, safeguarding victims, as well as those who may be at risk of, or are involved in committing violence (who may also be victims themselves).

Staff are alert to signs that a child may be at risk of or involved in serious violence.

These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending.

Staff will also be alert to when children might be at highest risk around the school day (for example, immediately after school).

Early, evidence-based support for those considered at risk, as well as at critical points when concerns emerge, is vital.

Our DSL/DDSL will make appropriate referrals and ensure that the right level of support is accessed, and where necessary communications with Police.

Appendix 1: Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. STAFF WILL USE THE CPOMS SYSTEM TO COMPLETE RECORD.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead.

YOUR ABSOLUTE PRIORITY THEN IS TO ALERT THE DSL.

IF DSL/DEPUTY DSL IS IN THE BUILDING THIS MAY BE REPORTED VERBALLY IN THE FIRST INSTANCE- HOWEVER ANY CONCNERN WOULD ALSO ALWAYS BE COMPLETED AS AN – ADD INCIDENT- REPORT VIA CPOMS.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

Appendix 2: What to do if you are concerned

Concerns outside the immediate environment (e.g. a parent or carer)

- Report your concerns to the, Designated *Safeguarding Lead* who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Crestwood Park Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Crestwood Park Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an

allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against, or related to a child;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual
- (s16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socialising etc);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works Crestwood Park Primary School including administrative and other support staff.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated, *Safeguarding Lead,* or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such

steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.

- The Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).

Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

Appendix 3: Process for recording and reporting a concern about a child

Name Of DSL And Deputy DSL:
Mrs Elizabeth Kennedy
Mrs Ally Cadman

Safeguarding Governor:
Joshua Davies

Alert a DSL-verbal/written. Any verbal conversations should be promptly recorded on CPOMS.
If a blue form has been completed, this should be passed onto DSL/Deputy to also be uploaded onto CPOMS.

(ALL concerns need to be recorded on CPOMS)

Local Authority DO/Risk:

(For concerns about an Adult/Person in Position of Trust)

Contact Details:
Yvonne Nelson Brown Tel: 01384 – 813110

Sukhchandon Kaur- 01384 813066

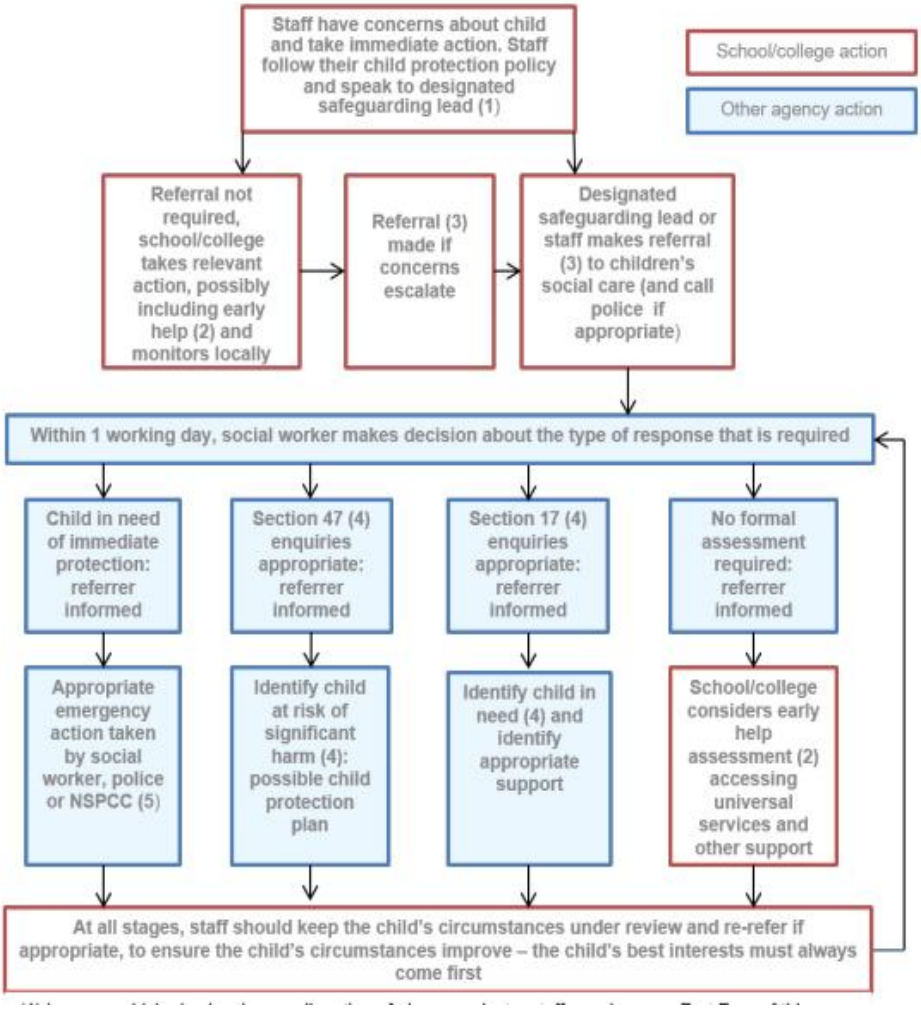
General Line- 01384813061

Deliver/Report all concerns to: DSL

DSL reviews concern, identifies level of need and makes a decision about the Next Steps

Decision To MONITOR The Concern	Decision To DISCUSS The Concern With Parent/S Carer	Decision to REFER the concern to Family help Level 2/3 or Children's Social Care (CSC) Level 4
MONITOR ↓	DISCUSS ↓	REFER ↓
School worker asked to monitor pupil and feedback to the DSL within an agreed timescale	After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker, make an Family help Assessment, attends allocation meeting or make a referral into CSC Level 4	DSL speaks with Head/Governor and agrees to refer into CSC
MONITOR ↔		REFER ↔
→	AT ALL TIMES RECORD	←
Remember: **ANYONE CAN MAKE A REFERRAL IN ADDITION, REPORT DIRECTLY INTO FAMILY HELP or CSC.**	DSL retains Concern Form/incident details in secure, confidential Safeguarding File/CPOMS SYSTEM.	Contact details for: Children's Social Care referrals: MASH: 0300 555 0050 Out of Hours Duty Team: 0300 555 8574 PREVENT/Channel referrals: Mark Wilson: 01384 816 883, 07966 503370 Police Prevent Officer: Haroon Akhlaq: 07393 142188

Appendix 4: Actions where there are concerns about a child



Appendix 5: Welcoming visitors to our school and safeguarding

Safeguarding and promoting the welfare of children is the responsibility of everyone in our school and at all times we consider what is in our children's best interests.

We work to ensure our children are safe and cared for and therefore have procedures and systems in place for any visitor to our school.

Visitors to Crestwood Park will always:
Be asked to sign in via the inventory signing in system- this issue a photographic id sticker for their lanyard.
Be asked to confirm their identity (if unknown or visiting for the first time).

Visitors will be greeted on arrival and made aware of:

- SAFEGUARDING - that our DSL's are Mrs Elizabeth Kennedy (Head) and Mrs Ally Cadman (Deputy Head). A photo of them is shown. Posters with these photographs are also displayed all around our school as a further reminder of this.
- PEEP
- FIRE ALARM PROCEDURES
- MOBILE PHONE POLICY

Our staff all have ID Badges but do not wear them on a lanyard. Therefore, any other visitors to our school ARE required to wear a lanyard.

Visitors will be given the lanyard in accordance with our SAFEGUARDING POLICY:

- YELLOW lanyard - non-DBS
- GREEN lanyard - DBS Visitor
- BLUE lanyard - Supply Teacher
- BLACK lanyard - Governor

Appendix 6: Risk management plan for harmful sexual behaviour and sexual harassment

'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.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE 2021, all staff working with children are advised to maintain an attitude of 'it could happen here'.

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.'

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;
- whether there may have been other victims,
- the alleged perpetrator(s); 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 from the alleged perpetrator(s), or from future harms.'

Name of child/young person	
D.O.B.	
Children's Services status	
Any specific safety and well-being concerns/learning needs	
Other professionals involved with the CYP/family – name and role	
Date of initial risk management plan	

Details of the incident/behaviours that have led to this risk management plan. *Describe the types of behaviour or language observed, when and where it has happened, details of others involved, response of the child/young person when behaviour was addressed, response of parents/carers when behaviour was reported to them.*
Overview of any other behaviour concerns. *Any use of violence, loss of control, problems in relationships, disruptive behaviour*

What are the concerns for school? *What are the specific HSB behaviours of concern and what are the concerns about risk?*	Evidence

Who could be harmed and how? *Are there specific concerns about age groups, gender, vulnerable children/people?*	Evidence
Record any known triggers for the behaviour. *E.g. particular lessons, activities, times of day, peers, staff, activity outside of school etc.*	Record strategies to reduce or manage triggers. *E.g. Additional supervision or support, child identifying triggers and having Avoid, Control, Escape strategy, specific adults CYP can make contact with etc.*
Record any risky locations identified. *E.g. Toilets, changing rooms, unsupervised areas of the school etc.*	Record strategies to minimise risk in identified location. *E.g. Use of different facilities, higher level of supervision, no go areas*

Record any risky activities including use of technology. E.g. school trips, sports lessons, use of internet, computers, phones etc.	Record strategies to minimise risk in identified activities. *E.g. Supervision, separate changing/rooms, monitoring of or removal of access to personal and school devices during school hours etc.*
Record transport arrangements to and from school and associated risks	Strategies to manage transport arrangement risks *E.g. Who is responsible for supervision during these times, is there an appropriate person available to manage risk and supervise etc.*

Record the child or young persons strengths. *Where desistance from behaviour is noticed, positive relationships the child has in school, activities/lessons the child enjoys and engages in, positive attributes, skills, values etc.*

Individual work to be undertaken with child in school or already agreed with other professionals to support them in making changes to their HSB.

Referrals for external support *Include name of agency, support being sought and who will make the referral*

Views of other agencies working with child.

Review – how will you assess whether the level of risk has changed (decrease or increase)? What does the child need to work towards achieving/avoiding? *E.g. Change in the child's attitudes about their behaviour, change in child or young person's approach to others, change in number and type of behavioural incidents of HSB etc.*

Date of next planned review;		
Who needs to know about this plan? Who will share it with them?		
Agreed by		
Name	Role	Signature
	Headteacher	
	Designated Safeguarding Lead	
	Child or young person	
	Parents/Carers	
	Other agencies	

Appendix 7: Low level concern policy statement

Introduction

KCSIE states that, as part of their whole school approach to safeguarding schools in England should ensure that they promote an open and transaprent culture in which all concerns about all adults working in or on behalf of the school are delat with promptly and appropriately.

At Crestwood Park Primary we do indeed promote such a culture. We aim to identify any problematic or inappropriate behaviour early; minimise risk of abuse; and ensure that all adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos. This policy statement should be read alongside our Safeguarding and Child Protection and Staff Code of Conduct Policies.

Summary

The term' low-level' does not mean that it is insignificant, it means that an adult's behaviour towards a child does not meet the threshold set out in the Allegation v's Low Level concerns v's Appropriate Conduct diagram below.

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inapproipriate. A member of staff who has a concern about another member of staff, volunteer, contrcator or who, on reflection, recognises that their actions could have been viewed as a risk should inform the Head Teacher about their concern using a Low-Level Record of Concern Form (see below). If the Head teacher cannot be contacted, the Chair of Governors should be contacted instead.

Clarity around Allegation vs Low Level Concerns vs Appropriate Conduct:

Allegation:

Any adult linked to our school who has:

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

Low Level Concern:

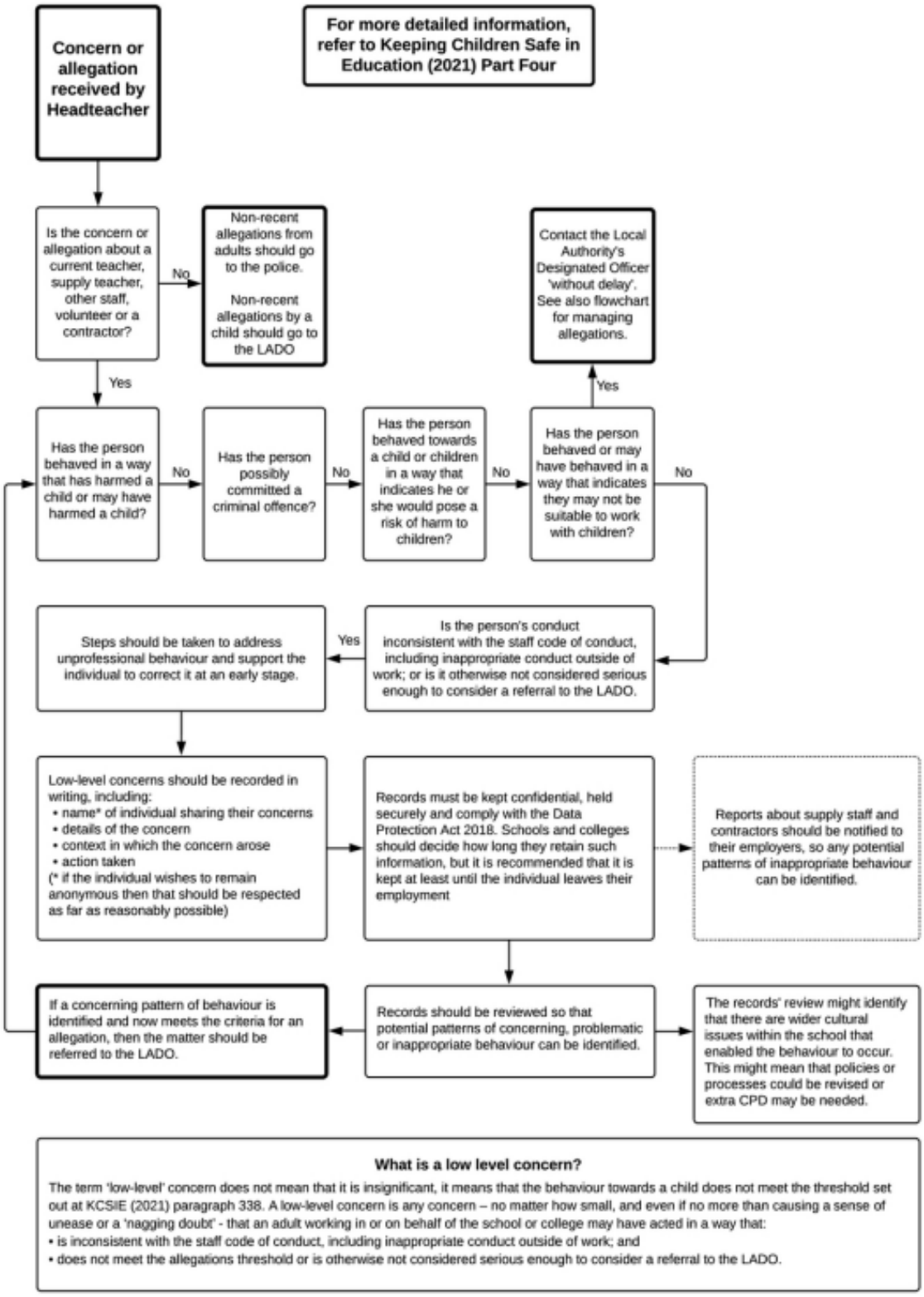
Any adult linked to our school who has behaved in a way that:

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

Appropriate:

- **Behaviour which is entirely consistent with our school's Code of Conduct, and the Law.**

Process to follow when a low level concern is raised:



Low level concern reporting form

Your details		
Name (optional)		
Role		
Date and time of completing this form		
Details of individual (including yourself for self-reporting) whom the concern is about		
Name		
Role		
Relationship to the individual reporting eg manager, colleague		
Details of concern		
Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct?		
Details of any children or young people involved		
Name(s)		
Next Steps		
Are you willing to meet with the headteacher and DSL to discuss your concern? Please circle as appropriate.	**Yes**	**No**
Please state any other information that you feel is relevant to the processing of this concern.		
Signature		

Policy version history

Review date	Reviewed by	Description of changes
March 25	Ben Hughes	Updated policy format
October 25	FGB	Wording update- Section 28 Online Safety and KCSiE 2025 references
September 26	Liz Kennedy	KCSiE 2026 updates - amendments and additions to policy made

End of document