



Lyppard Grange Primary School Safeguarding Children Policy (Including Child Protection) 2025-2026

The Governing Body reviews this policy at least annually.
Policy Updated in line with changes made within KCSiE 2025: Sept 2025

(Worcestershire Children First Safeguarding Children Policy
(Including Child Protection) – adopted by
Lyppard Grange Primary School)

Date of Review	1 September 2025
Date of Next Review	1 September 2026
Signature of Chair	Lee Houghton

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Status & Review Cycle: Annually
Next Review Date: 1st September 2026

Section 1

Lyppard Grange Primary School's staff working with children maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child immediately.

Lyppard Grange Primary School will ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Every member of staff knows that safeguarding is 'EVERYBODY's' responsibility and are aware of their individual role they play in it. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

Lyppard Grange Primary School's Safeguarding and Child Protection Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working together to safeguard children - GOV.UK](#) the DfE's statutory Guidance [Keeping children safe in education 2024](#)

Key Personal

Role	Name	Email address	Contact Number
Designated Safeguarding Lead (DSL)	Dave Groves (Deputy Head Teacher)	office@lyppardgrange.worcs.sch.uk	01905 729383
Deputy DSL	Becky Thorp (Head Teacher)	office@lyppardgrange.worcs.sch.uk	01905 729383
Deputy DSL	Claire Edwards (SENDCo)	office@lyppardgrange.worcs.sch.uk	01905 729383
Deputy DSL	Amy Graver (ELSA)	office@lyppardgrange.worcs.sch.uk	01905 729383
Deputy DSL	Kerry Mc Cluskey (Wraparound Manager)	office@lyppardgrange.worcs.sch.uk	01905 729383
Nominated Safeguarding Governor	Lee Houghton	office@lyppardgrange.worcs.sch.uk	01905 729383
Headteacher	Becky Thorp (Head Teacher)	office@lyppardgrange.worcs.sch.uk	01905 729383

Role	Name	Email address	Contact Number
Chair of Governors	Lee Houghton	lphoughton@hotmail.com	01905 729383

Other named staff and contacts:

- Designated Teacher for Children in Care **Dave Groves**
- Online Safety Co-ordinator **Rachel Wallace**
- Safeguarding in Education Adviser, WCC Denise Hannibal
- Family Front Door: **01905 822666** (core working hours)
- Out of hours or at weekends: **01905 768020**
- Prevent Lead: Paul Kinsella WCC

Section 2 Safeguarding is Everyone's Responsibility!

This means that safeguarding and promoting the mental, emotional, and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Lyppard Grange Primary School. Consequently, anyone who comes into contact with our children and young people has a role to play in safeguarding and child protection.

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses, but is not limited to, issues such as:

- Staff conduct.
- Health and safety.
- Bullying.
- Child-on-child abuse.
- Sexually harmful behaviour.
- Provision of intimate care.
- Building security.
- Alcohol, drugs, and substance misuse.
- Positive behaviour management.
- Physical intervention and restraint (reasonable force).
- Online safety

This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our pupils is at stake. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all Lyppard Grange Primary School temporary staff, contractors, and agency supply staff as well as volunteers working in our setting.

Lyppard Grange Primary School recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes. Some may need early help or intervention from other organisations to overcome problems and keep them safe. Appropriate consideration is made for Looked After Children and/or those with Special Educational Needs or Disabilities.

Lyppard Grange Primary School will follow the threshold guidance of [Worcestershire County Council Multi Agency Levels of Need](#) and implement their systems and protocol for referring families for early help and reporting child protection concerns. DSLs will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

Contextualised Safeguarding concerns

In Lyppard Grange Primary School we must ask, 'what are we protecting our children from' and consult with the Local Authority, Staff and Pupils for their views. This means that in Lyppard Grange Primary School all staff will be made aware of specific issues relating to locality that

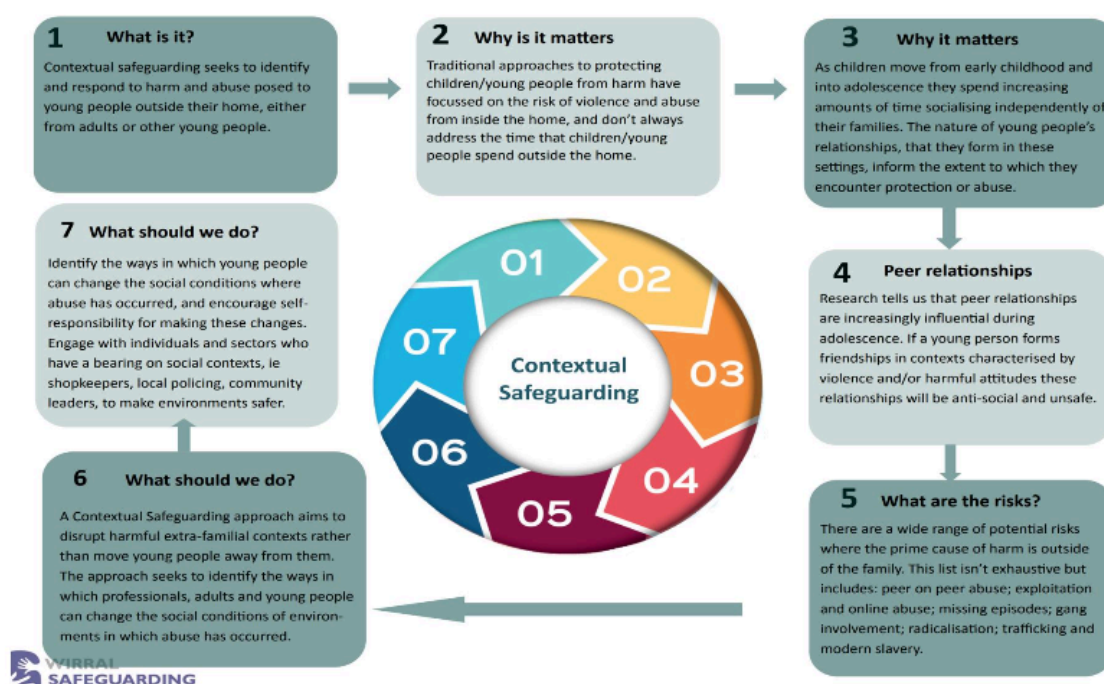
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could impact on the safety of children. We will ensure all staff receive regular safeguarding briefings to keep them up to date and have the opportunity to share community issues that may impact our children. This information will also be considered within the curriculum planning of PHSE/RSE.

We attend a regular meetings with a local cluster of schools. Within this, we regularly hold professionals' meetings, including involvement from the local police, to ensure we are effectively working together to proactively support our pupils and keep them safe. These meetings allow us to review our child protection policy, and update the contextualised overview as and when is needed, then disseminate this information to all staff as appropriate.

- [Home | Police.uk](#)



Contextual Safeguarding for Lyppard Grange Primary school;

- We have had a significant increase in Domestic Violence cases over the last 3 years.
- There has been a rise in Parental Mental Health concerns alongside parenting capacity/concerns.
- Rise in Antisocial Behaviour in the local area

See **Appendix A** for our Contextual overview including geographical concerns such as Tesco, vicinity to M5 etc.

Training

- All staff must complete safeguarding and child protection training as part of their induction.
- All Staff must receive annual safeguarding training and regular safeguarding local area updates.
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings.
- The DSL and Deputy Safeguarding Leads will also attend local authority led network meetings and relevant training as per KCSIE 2025 for their required CPD.
- The DSL will share local contextual safeguarding issues through staff briefings.

All Staff receive;

Annual Safeguarding training for all Staff as part of September TED.

Annual Online Safety training through National College.

Prevent Training every 3 years through Government Website.

FGM training every 3 years through National College.

Cyber Security every 3 years through National College.

DSL's/ Deputy DSL's; (in addition to above)

DSL Refresher – every 2 Years (minimum)

Safer Recruitment- every 3 Years

Advanced DSL (DSL's only) – every 3 years

Prevent, Prevent Referrals and Channel- 3 Years

Get Safe- every 2 years

FGM- every 3 years

All DSL's and DDSL's have completed Encompass training

DSL will attend Termly DSL Network and local cluster meetings to stay up to date with local issues.

Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused, including severely neglect. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery. The abuse of children who attend Lyppard Grange Primary School are likely to be noticed by staff, Health Workers or other professionals who come into contact with our pupils. It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. This means that in Lyppard Grange Primary School we will all know the signs of child abuse and we are aware of the procedures that must be followed to safeguard the child and any siblings. For those students with additional needs or who identify as LGBTQ+, we acknowledge the increased safeguarding issues that can occur and

will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place. Lyppard Grange Primary School has the role of recognising and responding to potential indicators of abuse and neglect, all necessary action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by Lyppard Grange Primary School.

Our Staff who work directly with children, and young people will read: KCSIE 2025 Part 1 & Annex B

Our Staff who do not work directly with children and young people will read: KCSIE Annex A.

Our governing body/trustees will read Part 2 of KCSIE.

We will keep records to evidence this action within our school.

In the event of an actual or suspected case of child abuse by any adult, including parents, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified DSL will be available to discuss any safeguarding concerns and take appropriate steps to ensure the child's safety. The DSL is responsible for ensuring that children are identified, and the appropriate agency is involved.

All our staff will use ***MY CONCERN*** (online software) to record their concerns about a child but will also discuss their concerns with the DSL. The DSL will be a member of Lyppard Grange Primary School's Senior Leadership Team, and the role will be referenced in their job description. During term time and normal school hours, a DSL/DDSL will always be available in Lyppard Grange Primary School. For the majority of time, this will present as a DSL/DDSL being on site.

The DSL will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed following the correct procedure to enable an investigation to take place.

In exceptional circumstances during normal school hours, and for after-school provision, access to the DSL may be by a phone. This will be clearly displayed for easy access. Kerry McCluskey is available either by phone or in person during ALL before/after school and holiday club provision.

During holiday club style provision run by **The Villages Multi Academy Trust**, access to a DSL will be through a phone call or in person in the form of Kerry McCluskey. Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. In Lyppard Grange Primary School a list of those students taking part in any visit will be passed to the DSL and the to ensure that staff are made aware of all essential information relating to the students in their care. A DSL/DDSL will always be present on any residential visit at Lyppard Grange Primary School.

The safeguarding team will meet termly to confidentially discuss pupils who are identified as vulnerable. This will be to assess the levels of support and intervention required and to ensure those most vulnerable are contacted when absence is unauthorised or otherwise agreed as part of a plan or placement. Staff will try all available contact numbers for family members including emergency contacts. Unanswered calls will be reassessed by the DSL with further discussion with the safeguarding team to consider the next steps such as home visit.

Section 3 Our Commitment

In Lyppard Grange Primary School we recognise that because of the day-to-day contact with children and young people, staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation and /or exploitation. We recognise that pupils may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, we will ensure arrangements are in place to safeguard and promote the welfare of children by:

- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to.
- Maintaining a 'Zero Tolerance' to child-on-child abuse, IT CAN HAPPEN HERE ETHOS. Including sexually harmful behaviour, racism, and homophobia ([see our anti-bullying policy](#))
- Ensure all children and young people know the adults in Lyppard Grange Primary School who they can approach if they have worries.
- Teaching students to keep themselves safe from all forms of abuse, including: child-on-child abuse and Sexual Harassment.

- The grid below outlines a selection of lessons from each year group where safeguarding and/or consent are covered – implicitly or explicitly in our Jigsaw PSHE Curriculum

Year Group	Puzzle (unit)	Piece (lesson)	Content	Link to safeguarding
F1/2	Celebrating Difference	6 – Standing up for yourself	Children learn how to improve things if they don't like what someone says or does to them.	Children are given the opportunity to practise the phrase, 'Please don't do that, I don't like it'; they are also reminded that if someone says that to them, they have to stop whatever they are doing to cause another child to say the phrase.
F1/2	Healthy Me	6 – Stranger Danger	Using stories like 'Never Talk to Strangers', children discuss with suggestions about what they could do to keep themselves safe.	Children are encouraged to think about what they could do if they don't feel safe, and who they can go to if they feel unsafe. The message, 'Say NO and DON'T GO!' is reinforced throughout the lesson, particularly when discussing grown-ups who approach children inappropriately and ask for their help.
F1/2	Relationships	4 & 5 – Falling out and bullying	Children explore how they feel if someone says something unkind to them.	These lessons encourage children to take responsibility for their words and actions and to help them know who to go to if they need help. Calm Me time is used to help children manage their feelings.
F1/2	Changing Me	2 – Respecting my body	Reinforcing the concept that our bodies are our own, are precious and need looking after.	This lesson helps to reinforce how children can take responsibility for their bodies (to a point) and how to look after themselves.
1	Celebrating Difference	3 – What is bullying?	Children learn how to improve things if they don't like what someone says or does to them.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to be a better friend, and how to deal with bullying if it arises.
1	Celebrating Difference	4 – What do I do about bullying?		
1	Relationships	4 – People who help us	Using the scenario cards (or make up your own), children act out scenarios showing when they can ask for help and from whom they can receive help.	If children find something unsuitable on a computer, or see/hear something that they feel uncomfortable about, practise with them who they can ask for help and what they can say.
1	Changing Me	4 – Boys' and Girls' Bodies	Children identify the parts of the body that make boys different to girls and can use the correct, scientific names for them	By using correct terminology for part of the body, children can learn to respect their own and others' bodies and understand which parts are private (meaning 'special and important', not 'guilty' or 'not very nice').
2	Being Me in My World	2 – Rights and Responsibilities	Children learn about their rights, how to uphold them for themselves and others, and how rights come with responsibilities.	This lesson helps children understand that all children have the right to be safe, healthy, happy and to learn.

2	Celebrating Difference	3 – Why does bullying happen?	Identifying that bullying is sometimes about difference allows children to understand more and to decide not to bully.	This lesson, and indeed the whole Puzzle, reinforces the messages about tolerance, difference and similarity, and how to deal with bullying if it arises (where to go for help, what to say and do in a bullying situation).
2	Celebrating Difference	4 – Standing up for myself and others	Children are empowered to know what is right and wrong and to look after themselves.	
2	Relationship	2 – Keeping safe – exploring physical contact	The lesson focuses on how there are many different forms of physical contact within a family – and some of this is acceptable and some is not.	Children can think about which types of physical contact they like, which they don't like, and they can talk about this in a safe way and know it is OK to say they don't want to be touched in that way e.g. punched or hugged if that is how they feel. Some of the lesson is taught through stories. Teachers are encouraged to be vigilant throughout this lesson. This lesson, along with others in previous year groups, highlights why teaching about consent is important from such a young age.
2	Relationship	4 – Secrets	Children learn that sometimes secrets are good and sometimes they are not good – and how they feel if they are asked to keep a secret they don't want to keep, and who to talk to about it.	Through understanding about good secrets and 'worry' secrets, children can practise giving advice to Jigsaw Jo to help with any 'worry' secrets. Teachers can emphasise that 'worry' secrets need to be told to an adult and not kept inside.
3	Celebrating Difference	2 – Family conflict	This lesson explores how sometimes conflict occurs in families and how children can calm themselves down and use solution-based techniques to help themselves.	Children think about a possible source of family conflict and of ways to help solve it. Teachers need to be aware of all children's domestic situations (particularly any that may be violent) before teaching this lesson; notes in the lesson plan are provided to help.
3	Celebrating Difference	3 & 4 – Witness and feelings & Witness and solutions	Children learn that the role of witnesses in bullying situations, and that sometimes a witness can hinder rather than help.	Homophobic bullying is covered in these lessons, as well as what children can do if they see bullying taking place. The Jigsaw 'Solve It Together' technique is especially helpful for children to have a strategy to help themselves and others.
3	Healthy Me	4 – Being safe & 5 Safe or unsafe	Children identify things, people and places that they need to keep safe from, and can share some strategies for keeping themselves safe, including who to go to for help.	Using the 'We are keeping safe from...' cards, children can come up with strategies for Jigsaw Jino to keep safe in different situations, including online. Children can also complete the 'Keeping Safe' templates to form their contributing chapter for the school's Healthy, Happy Me Recipe Book (assessment task). They can learn how to take responsibility for keeping themselves and others safe, and why this is important (and that adults do not always have to be present).

3	Relationships	3 – Keeping myself safe online	Children discuss things that they might need to keep safe from when online.	Children rank the top tips for keeping safe online and discuss their ranking decisions, while learning about the importance of trust.
4	Celebrating Difference	3 – Understanding bullying	Reinforcing the messages from previous year groups, this lesson focuses on more surreptitious bullying and how to better understand bullying behaviour.	For older children, it is timely to look at the intricacies of bullying and how sometimes it can be difficult to spot. Teachers are encouraged to know what the school's anti-bullying policy states and to ensure that this lesson adheres to the guidance.
4	Healthy Me	5 – Healthy Friendships	This Piece looks at how children can learn to recognise when people are putting them under pressure and how to resist this when they want.	Through the context of healthy friendships, children can explore their possible feelings of anxiety and fear and how this might be associated with peer pressure; it could also be applied to the pressure they might feel from other people.
4	Healthy Me	6 – Celebrating My Inner Strength and Assertiveness	Helping children learn that they can have a clear picture of what they believe is right and wrong, and to know how to be assertive when they need to be.	Children can learn to draw on their own sense of right and wrong to help make decisions that suit them. Using some simple assertiveness techniques can help children feel more empowered in their lives and can help to keep them from harm.
5	Celebrating Difference	2 – Racism	Children learn about what racism is and how their own attitudes can affect how they treat others.	The concepts of racism and discrimination are introduced to children and they are invited to share their thoughts. Particular emphasis is given to the words that people use, often without understanding them, and how they can be racist.
5	Celebrating Difference	3 & 4 – Rumours and name-calling & Types of bullying	Children learn about how rumours are spread and how name-calling can both be bullying behaviours. They also learn the difference between direct and indirect bullying.	Both lessons help children to learn ways that they can be empowered to help themselves, and to report anything that feels wrong to them.
5	Relationships	2-6 – Online safety lessons x5	Lessons on staying safe when using technology. Children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others.	Rights and responsibilities are being online, staying safe, and relationships with technology all refer implicitly to safeguarding within these lessons.
6	Celebrating Difference	3 – Power struggles	Children explore power in different contexts – how sometimes it is needed, and how sometimes it is unwarranted and can feel unsafe.	This lesson focuses on power scenarios, how to identify them and how to deal with them practically in real life.
6	Celebrating Difference	4 – Why bully?	Children learn about some of the reasons why people bully, using various example scenarios.	Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.
6	Relationships	4 – Power and Control	Returning to more assertiveness training, where children learn to recognise when people are trying to gain control or power, and how they can stand up for themselves (and their friends) in situations when others try to gain control or power.	Power and Control headlines and scenario cards are used to facilitate discussion among the children so they can decide on whether someone is being 'controlling' – and then to practise some helpful assertiveness techniques, which demonstrate how to deal with some of these situations.
6	Relationships	5 – Being Online: real or fake? Safe or unsafe?	Linked to previous lessons, children learn how to judge whether something online is safe and helpful	Online scenario cards are used to give examples of what might happen if someone tried to use technology to gain power over another.
6	Relationships	6 – Using technology responsibly	Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being.	This lesson focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe.

And we will support our staff by:

- Providing effective, ongoing training and development for all staff.
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting.
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support pupils and their families.
- Monitoring and supporting children and young people who are subject to child protection plans, contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about children and young people, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:
 - A comprehensive summary of concerns.
 - Details of the concern.
 - What action was taken and any follow-up.
 - Actions taken and outcomes.
- Ensuring the suitability of all staff through safe recruitment practice.
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events.
- Ensuring that parents and carers understand the responsibility placed on Lyppard Grange Primary School and its staff for safeguarding and child protection.
- Maintaining awareness of those children and young people who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols ([See out Attendance Policy and information](#))
- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Lyppard Grange Primary School may be the only stable, secure, and predictable element in the lives of children at risk. Lyppard Grange Primary School will support all children through:

- Appropriate staff conduct, in line with the policy.
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online.
- Daily practice underpinned by Lyppard Grange Primary School's ethos, vision, and values.
- Consistent implementation of Lyppard Grange Primary School's Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice.

- Close and proactive liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services.

In line with Government guidelines in KCSIE 2025, Lyppard Grange Primary School will where reasonably possible, hold two or more emergency contact numbers per pupil or student. This provides Lyppard Grange Primary School with additional options for contacting a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Section 4 Child-on Child Harmful Sexual Behaviour

It is important that Lyppard Grange Primary School staff can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence, and harassment.

It should be recognised that there is a gendered nature to child-on-child abuse, i.e., that it is more likely that girls will be victims and boys' perpetrators.

Lyppard Grange Primary School's values, ethos and behavior policies provide the platform for staff and students to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

Lyppard Grange Primary School should recognise the impact of sexual violence, and the fact children/young people can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of Lyppard Grange Primary School.

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.
- upskirting (this is a criminal offence); and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

When referring to sexual violence this policy is referring to [sexual offences under the Sexual Offences Act 2003](#) as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus, or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus, or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16; and
- Sexual intercourse without consent is rape.

Sexting (the consensual and non-consensual sharing of nude and semi-nude images and/or videos) it will be dealt with seriously within Lyppard Grange Primary School.

How we will support

- In Lyppard Grange Primary School we will not tolerate incidences of child-on-child abuse. And will not pass it off as “banter” “just part of growing up” “or “just having a laugh.”
- Regardless of whether incidents are reported or not, we will lead a culture of it could happen here.
- All incidences will not be tolerated and will be taken very seriously.
- We will always challenge behaviors which create a hostile, intimidating, or degrading environment.
- We will follow both national and local guidance and policies to support any children/young people subject to child-on- child abuse, including sexting (also known as youth produced sexual imagery). We will also utilise the search and confiscation guidance produced by the DfE. [Searching, screening and confiscation in schools - GOV.UK](#)
- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- We will always report episodes of ‘up- skirting’: Up-skirting is typically defined as 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.
- We will consider the support required by those falsely accused of child-on-child abuse.

- All disclosures will be taken seriously with those making the disclosure, kept safe, their anonymity protected when appropriate, and ensuring pupils will never be made to feel like they are creating a problem for reporting abuse.
- We will consider taking positive action to support a specific group of children and young people if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. We will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance, and progress at school.

We use The [BrookTraffic Light Tool](#) which supports us to:

Identify behaviour and establish if sexual behaviour is typical or developmentally appropriate, problematic or harmful. Understand what that behaviour is communicating and why the child or young person may be exhibiting the behaviour. Respond appropriately, considering how the type of response will depend on what's motivating the behaviour, what the behaviour is communicating and the severity of the behaviour.

We also make reference to the [NSPCC Hackett continuum](#) Understanding sexualised behaviour in children NSPCC Learning to support our work with PUPILS. Children in EYFS and Year 1 also make use of the '[Talk Pants](#)' NSPCC resources. Talk PANTS is to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried.

https://youtu.be/_SzbMEVYiyg

Section 5 Emotional Health and Well Being and Mental Health Support

We are aware that mental health problems can, in some cases, be an indicator that a child or young people has suffered or is at risk of suffering abuse, neglect or exploitation.

Lyppard Grange Primary School has an important role to play in supporting the mental health and wellbeing of all our learners. This means that in Lyppard Grange Primary School we will: Ensure that all of our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We will consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood.

At Lyppard Grange Primary School we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

At Lyppard Grange we believe we have a key role in promoting pupils' positive mental health and wellbeing and helping to prevent mental health problems. In supporting the mental health of our pupil's, we focus on the following 3 tiered support approach:

- Universal support (preventing and promoting)
- In school support (identifying and supporting)

- Special support (access to early help and or specialist support)

We recognise and strive to maintain a school where children feel safe and are in an environment where they feel they are able to share concerns and worries, allowing us to effectively safeguard all children.

We are a school that adopts a Trauma Informed Approach, early intervention support for social and emotional as well as mental health

Our school delivers comprehensive Personal, Social, Health and Economics, (PSHE) lessons, which are guided by the Jigsaw Programme, in addition to Relationship and Sex Education (RSE) programmes. These further support the children's understanding of how to keep themselves safe. It also broadens their understanding of strategies to develop their resilience, as well as their awareness of their own mental health and approaches to keep this aspect of their lives healthy

We also have a Nurture space, providing a safe environment for children to share any concerns in private and within a safe, welcoming environment. The Nurture Team are available to support all children with social, emotional and mental health needs.

The table on page 5 of the Mental Health and Wellbeing policy sets out actions and processes that we as a school will follow, depending upon the type of support required. The staff responsible for the implementation of the policy are:

- Senior Mental Health Lead/ SENDCO – Mrs Claire Edwards
- Emotional Literacy Support Assistant (ELSA) – Miss Amy Graver

Any member of staff concerned about a pupil's mental health will take this seriously and raise with the Senior Mental Health Lead, ELSA or Designated Safeguarding Lead.

At Lyppard Grange Primary School we will be vigilant for signs of emotional well-being concerns. These may include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating/sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness, or loss of hope

We ensure our **pupils** are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This is part of our development of our RSE and PSHE curriculum.

It is also key that we train our staff to be aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Our PSHCE scheme 'Jigsaw' Includes a unit of work in each year group called 'Healthy Me' Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

- Content of lessons in Lyppard Grange Primary School will be determined by the specific needs of our pupils There will always be an emphasis on enabling students to develop skills to seek help for themselves and others.
- The DSL works with the mental health lead in Lyppard Grange Primary School to ensure all needs are met. Claire Edwards our mental health lead is also a DDSL.
- The DSL will liaise with Children Social Care to ensure that the appropriate approach is taken to safeguarding children most at risk.

Our school staff may become aware of warning signs which indicate a student, or a member of staff, is experiencing mental health or emotional wellbeing issues.

These warning signs should always be taken seriously.

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken.

In Lyppard Grange Primary School we will work closely with parents and carers to support the whole family, unless to do so places the child at additional risk.

We will provide clear means for parents to contact the Senior Mental Health Lead and our ELSA if they have further questions and arrange a follow up meeting or phone call as parents often have many questions as they process the information.

To support parents and carers at the end of each meeting we will agree on the next steps and always keep a brief record of the meeting on the child's MY CONCERN file.

Section 6 Opportunities to Teach Safeguarding

Children are taught about safeguarding in schools. The following areas are among those addressed in **PSHE/RSE** and in the wider curriculum.

Lyppard Grange Primary School plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, hate focused on LGBTQ+ issues and sexual violence/harassment.

These will be underpinned by Lyppard Grange Primary School's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regular

timetabled lessons and reinforced throughout the whole Lyppard Grange Primary School curriculum.

Our curriculum delivery will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of our children and young people with SEND and other vulnerabilities) and will stress that law around safeguarding is to protect not criminalise them.

We have purchased and adopted the Jigsaw PSHE scheme – a mindful approach to PSHE. This goes from Nursery – Year 6. All PSHE lessons start with a mental well-being activity (5 minutes) This is known as Pause for Paws and teaches the children how to stop, Page | 13 www.worcestershire.gov.uk/breathe and be mindful. The following areas are among those addressed in PSHE/SRE and in the wider curriculum.

The curriculum will tackle at age-appropriate stages issues such as:

- **Bullying/Cyber Bullying**

As well as participating in national Anti-Bullying Week, the school's PSHE programmes provides children with opportunities to develop their understanding of actions which constitute bullying – school uses the mnemonic 'STOP – Several Times on Purpose.' Children are also regularly reminded to review who their 'helping hand' of five people who they can speak to if they are worried, hurt, upset or uncomfortable. Each year group also has specific E- Safety units from the E- Safety curriculum to deliver each term.

Bullying: Celebrating Differences: Puzzle Piece 5 – Making Friends EYFS Piece 6: Standing up for yourself. Each year has a dedicated puzzle piece under Celebrating Differences within the Jigsaw Programme.

- Cyber Bullying: Celebrating Difference: Year 4 Keeping myself safe online: Puzzle Piece 4: Hall of Fame
- Online safety curriculum: Every half term, class teachers have a responsibility to deliver the online safety lesson in addition to the PSHE units. Unit 3 Year 3 Year 5 Unit 2-6 Year 6 Unit 5 and 6
- Mental health lessons and key information and techniques to support children's good mental health is interwoven throughout each Jigsaw Unit of Work. A greater emphasis on this area can be seen within the Healthy Me puzzle piece taught in Spring 2 across all key stages, and Relationships puzzle delivered in Summer 1.

- **Drugs, Alcohol and Substance Abuse**

Our Drugs Education Policy and Jigsaw PSHCE curriculum teaches children about drugs, legal and illegal (including alcohol), from Early Years upwards, at an age appropriate level. As well as learning about the impact drugs, including medicines, have on the body, they also learn how to respond to peer pressure and who to turn to for help and support. Our local policing team also visit school to address these issues, notably for children on the cusp of embarking on their high school education. Healthy Me: Year 1 Lesson 4, Year 2 Puzzle piece 3, Year 3: Puzzle piece 3, Year 4 Puzzle piece 4, Year 5 Puzzle piece 1 and 2, Year 6, Puzzle piece 2

- **Online Safety / Mobile technologies**

Online safety and the safe use of mobile technologies is a routine part of our IT and Computing curriculum. As well as signing up to age appropriate acceptable use policies, children are regularly reminded of the merits and dangers of the online world. They are taught how to report online and cyber abuse. Older children are taught about the safe and respectful use of social media. Parents too are provided with access to information about established and emerging technologies and social media apps.

- **Stranger Danger**

Stranger danger and how to keep yourself safe in public places features in both our PSHE curriculum and is reviewed with children whenever they go on an education visit to a location where members of the public are likely to be. This real time/real world opportunity affords us the chance to develop children's understanding of how to interact with unknown people safely and courteously.

EYFS: Healthy Me puzzle piece lesson 6

Year 4: Healthy me lesson 5. Year 5: Celebrating

Differences, Puzzle piece 3, Relationships Puzzle Piece 2 and 3. Year 6: Relationships Puzzle piece 5.

- **Fire and Water Safety**

As well as covering fire and water with children in the PSHE taught curriculum, we include this area within our school assembly programme each year. As well as been taught by school staff, we also host visits from the fire service and the RNLI. From time to time, children have the opportunity to visit Worcester's fire station. Children in Year 3 to Year 6 complete a term of swimming lessons each year.

- **Child on Child**

Teaching children about Child on Child abuse features both as part of our planned PSHE curriculum but is also taught as and when we manage children's behaviour throughout the school. All staff are aware of The Brook Traffic Light Tool for Sexual Behaviours. This tool is used to inform staff of age appropriate activity. Crucially staff take opportunities to provide feedback and additional information to pupils around their behaviours. The school's behaviour management policy also contributes to teaching children about staying safe from Child on Child abuse as it implicit in the policy is the notion of consent. Children are taught that when others say 'No,' they mean 'No.' Children in EYFS and Year 1 also make use of the '[Talk Pants](#)' NSPCC resources. Talk PANTS is to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried.

<https://youtu.be/SzbMEVYiyg>

- **Sexual Violence and Sexual Harassment**

As well as teaching children about the importance of consent, children are taught about the appropriateness of actions and language. We make use of NSPCC published material to support this work. This aspect of our work is also addressed through our work on developing and maintaining healthy relationships. EYFS Unit 6 Stranger Danger, Unit 2:

Respecting my body. Year 2: Unit 2 – Keeping safe, exploring physical contact. Year 6: Unit 4 Power and Control

- **Road Safety**

Children’s knowledge and understanding of road and safety in public places is addressed cyclically through our PSHCE scheme. We also provide all children with the opportunity to participate in ‘Bikeability’- a cycling proficiency scheme. Specific children, who may be considered to be more vulnerable, also have additional opportunities to develop their road safety skills.

- **Domestic Abuse**

School makes use of the ‘[Expect Respect](#)’ resources. Within this programme, resources from Women’s Aid’ address issues of Domestic Abuse. These materials enable children to consider whether behaviours are acceptable or unacceptable including coercive and controlling behaviours. Specifically taught through the Jigsaw programme; YFS Unit 6 Standing up for yourself, Year 1: What is bullying – Unit ¾. Year 2: Relationship Puzzle: Keeping safe and exploring physical contact. Year 3: Celebrating difference family conflict and witness. Year 4: Healthy friendship / Healthy me: Celebrating my Inner Strength and Assertiveness. Year 5: Celebrating difference: rumours, name calling and types of bullying Year 6: Power Struggles Unit 3. Unit 4 Power and Control

- **Healthy Relationships / Consent**

Our PSHCE Curriculum includes specific taught elements about maintaining healthy relationships. These are taught at age and stage appropriate levels. The school’s behaviour management policy also contributes to teaching children about staying safe from peer to peer abuse as it implicit in the policy is the notion of consent. Children are taught that when others say ‘No,’ they mean ‘No.

EYFS: Relationships Unit pieces 4 &5 . Year 1 – Relationships, piece 3 – positive touch. Year 2: Changing me Piece 5 – Assertiveness- different types of touch & Relationships piece 2 – Exploring physical contact and acceptable touch in the family. Year 4: Relationships Piece 5 – girlfriends and boyfriends including recognising when people are putting me under pressure and ways to resist. Year 5: Healthy me: pieces 1&2 – smoking and alcohol. Year 6: Changing me – Piece 4 – Boyfriends and girlfriend relationship and pressure. Relationships – Piece 5 – Being online, safe and unsafe, resisting pressure. Healthy me – Piece 4 – Gangs – strategies to avoid being pressurised.

- **So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)**

School makes use of the ‘Expect Respect’ resources. Within this programme, resources from ‘Women’s Aid’ address issues of what are acceptable or unacceptable relationships. These materials enable children to consider whether behaviours, such as forced marriage are

acceptable or unacceptable. Year 2: Changing me (additional lesson) Importance of private body parts. Year 6 – Changing Me (additional Lesson) FGM KS2 – No-one can make changes to my body without my permission and that FGM is illegal in the UK.

- **Child Exploitation of Children**

This is taught through the use of the 'Expect Respect' resources together with additional NSPCC resources. This covers relationships with others, such as older children and adults, and the grooming process. We also have a regular visit from our local policing team – they cover issues supporting children to keep themselves safe.

- <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014). [Promoting fundamental British values through SMSC - GOV.UK](#)

Section 7 Online safety Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, Lyppard Grange Primary School ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- **Example**
 - E-Safety Policy.
 - Acceptable use of Technologies.
 - Web Filtering and Device Monitoring through *Smoothwall systems- Filtering and Monitoring Separately*.
 - Audit of effective filtering through daily filter reports to the DSL.

We recognise that the online risks fall into 4 main categories:

- **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.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role, and responsibilities of the DSL and engaging with parents to raise awareness in order to support their children and young people.

The DSL will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

The DSL will oversee the delivery of the e-safety curriculum ensuring safeguarding is maintained.

- Online safety is included our curriculum provision as part of providing a broad and balanced curriculum.
- Lyppard Grange Primary School iPads will have the Safer Schools app installed and activated.

- Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age-related guidance.

Technology, and the risks and harms related to it evolve and changes rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks pupils face. The use of Artificial Intelligence (AI) is a new and developing field and the implications within safeguarding will be closely monitored over the next year and the appropriate response will be led within Lyppard Grange Primary School to have the appropriate level of security protection procedures in place in order to safeguard our systems. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this we use [National Education Network](#). In addition to this we access support from [Cyber security standards for schools and colleges.GOV.UK](#).

We also use schools can use the department's '[plan technology for your school service](#)' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

All staff as part of induction complete cyber security training for schools provided by National Cyber Security Centre. ([See here](#))

Mobile phone use should be carefully considered, including how their use could be controlled within Lyppard Grange Primary School.

Where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) as well as the risk of distraction from learning, the possibility exists for cyber- bullying, inappropriate searches and sharing images.

We have carefully considered how this is managed on premises and reflect this in our mobile and smart technology policy.

At Lyppard Grange Primary School, **ONLY children in Year 5 and Year 6** are permitted to bring a mobile phone or Smart Watch to school, where parents/carers are in agreement, where possession of a mobile phone or Smart Watch would be of significant and demonstrable benefit to the child because they walk to and/or without an adult from school, and on submission of the request for permission form. Children in classes from Reception – Year 4 are not permitted to bring a mobile phone or Smart Watch to school, unless there are exceptional circumstances which must be discussed with a member of the Senior Leadership Team.

Mobile phones must be switched off at the main gates and handed to the class teacher on entry into school and will not be allowed to be used during the school day. These will be stored in a locked cupboard/drawer for the duration the child is in school. Smart Watches must also be switched off at the main gates and handed to the teacher on entry into school and will not be allowed to be used during the school day. Under no circumstances should a mobile phone or Smart Watch be used by children to record still or video images, or to record audio whilst on the school premises (once entered through the Main gates).

Filtering and Monitoring

Our **GOVERNING BODY** are responsible and need to ensure the limit of children's exposure to the above risks from the school's or college's IT system.

Our **GOVERNING BODY**

- ensure our school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.
- Through training in line with KCSIE 2025 ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In Lyppard Grange Primary School we monitor the results of our web blocking and monitoring software to ensure that our students work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

We will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

We meet the Government Cyber security standards for schools and colleges identifying and assigning roles and responsibilities for filtering and monitoring.

We also ensure that all staff:

- understand their role.
- are appropriately trained.
- Follow policies, processes, and procedures.
- act on reports and concerns.
- DSL reviews standards and discuss with IT staff or service providers what more needs to be done to support us in meeting the required standards.
- All staff will work to clear guidance ensuring safe and effective online learning.
- All staff/visitors sign an online AUP (**Device and technology acceptable use agreement for staff and visitors**)

Lyppard Grange Primary School is committed to keeping our pupils safe online so we will include the safe use of mobile phones within our curriculum *this is included in the E- Safety curriculum using KAPOW and our PSHCE curriculum using Jigsaw;*

As well as those covered in activities within generic lessons such as “how to deal with bullying” which includes cyber-bullying, specific online topics within Jigsaw include:

- Keeping safe online and who to go to for help
- Learning to discern what is real/ fake, and safe/unsafe
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Dangers of online exploitation
 - Online pressures and influences that can impact on a person’s wellbeing e.g. comparison of body image, watching video material that is frightening or encourages risky harmful behaviour
 - Social networking – the pros and cons
- SMARRT internet safety rules
- Online identity

As stated above At Lyppard Grange Primary School, **ONLY children in Year 5 and Year 6** are permitted to bring a mobile phone or Smart Watch to school Children in classes from Reception – Year 4 are not permitted to bring a mobile phone or Smart Watch to school, unless there are exceptional circumstances which must be discussed with a member of the Senior Leadership Team. ([See our Policy here](#))

Section 8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Criminal Exploitation Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation.
- County Lines.
- Child Trafficking & Human Slavery.

We will view children (0-18 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our students to be viewed as children in all circumstances, avoiding the adultification of our older teenage students.

Child Sexual Exploitation (CSE) 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. It is a problem that occurs for boys as well as girls.

Sexual exploitation can take many forms ranging from the completely inappropriate ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. 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, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing.’ One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school’s procedures for reporting child protection concerns and report to the DSL immediately. The DSL should refer to the Worcestershire levels of need guidance to assess if a referral to Worcestershire County council family front door is required. Additionally to this to seek to complete a GET SAFE risk assessment [Get Safe | Worcestershire County Council](#) immediately and share any further intel with West Mercia police.

Child Trafficking & Human Slavery

Our school will ensure we keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice, and resources via GET SAFE, Worcestershire County council multi agency exploitation team.

Any child may benefit from Early Help, our staff, are experienced and appropriately trained to early identify the potential need for Early Help for a child who amongst many things is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.

DSL and DDSL’s will complete Get safe training every two years.

Children Missing from Education

Our school will inform the local authority where a child or young people is missing from education and or absence is irregular. We will provide information to the local authority when removing a child from school roll as per local Worcestershire County council and statutory guidance:

- [Statutory guidance children missing in education](#)
- [Attendance and Children Missing Education \(CME\) | Worcestershire County Council](#)

Parents/carers will be required to contact the school office before 9:00am on the first day of their child’s absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day. Where a pupil is absent, and their parent/carer has not contacted the school by the close of the morning register to report the

absence, administrative staff will contact the parent/carer by text or phone as soon as is practicable on the first day that they do not attend school. The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness. In the case of PA, the school will write to the parents/carers and will follow up as necessary. The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.

Families moving from one LA to another can sometimes lead to a child being lost in the system and consequently missing education. When a child moves, LAs will work with other LAs, regionally or nationally, to ensure this does not happen. The LA will raise awareness of its procedures with local schools, partners and agencies working with children and families. The school will ensure that staff are familiar with these procedures and when they need to be followed. To assist the LA in tracing CME, it has contacts with the Department for Work and Pensions, the UK Border Agency and HMRC. The school uses a secure internet system, school2school, to allow schools to transfer pupil information when a child moves to another education setting. If a pupil with a social worker is absent from school for an unexplained reason or they are missing from education, the school will inform the pupil's social worker.

The school recognises that children missing from education can act as a vital warning sign to a range of safeguarding issues. Where there are concerns that a pupil missing from education is linked to a safeguarding issue, action will be taken in line with the Child Protection and Safeguarding Policy. In line with the Children Act 2004, the school will follow appropriate procedures when carrying out reasonable enquiries, such as the DSL conducting discussions with neighbours, relatives or landlords, to determine whether a child may be at risk of harm. For the purpose of this policy, "reasonable enquiries" are defined as limited, investigative powers that the school may action to determine a child's whereabouts and whether they may be in danger. The DSL will record that they have completed these procedures and, if necessary, make a referral to CSCS or the police. Where the whereabouts and safety of a child is unknown, the school, in conjunction with the LA, may carry out the following actions:

- Make contact with the parent, relatives and neighbours using known contact details
- Check local databases
- Check data transfer systems
- Follow local information sharing arrangements, and make enquiries via other local databases and agencies where possible
- Check with UK Visas and Immigration and/or the Border Force
- Check with agencies known to be involved with the family
- Check with the LA and school from which the pupil moved originally
- Check with the LA where the pupil lives, if this is different to where the school is located
- Check with the Ministry of Defence Children's Education Advisory Service in the case of children of service personnel
- Conduct home visits via an appropriate team, following local guidance concerning risk assessments, and make enquiries with neighbours or relatives, if appropriate

Please note: This list is not exhaustive – the school and LA will use their judgement towards what reasonable enquiries are appropriate, once all the facts of the case have been taken into account.

Elective Home Educated

We will inform Worcestershire County council all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible to enable informed decisions are being made in the best interests of children. Where a child has additional vulnerabilities we will assess the impact to risk that elective home education may add, and collaborate with partners and parents to ensure this is fully understood and informs assessments or plans.

Parents are able to elect to educate their children at home, and will subsequently withdraw them from school. This can happen at any time, unless the pupil is subject to a School Attendance Order. If a parent notifies the school that their child will be educated at home, the pupil will be deleted from the school's admission register and the school will inform the LA.

We would always hold discussions with the parent in order to ensure this decision has been made for the best intentions of the pupil, and would consider asking some of the following questions:

- What are your child's thoughts? Is your child positive about the suggestion of home schooling?
- How do they feel about the possibility of no longer coming into the school setting?
- What is the motive behind the change? - If its due to fear/anxiety about your child being in school
- what can we do to reassure you?
- Do you have the time to devote to your child's education on a regular basis?
- Do you feel able to provide your child with a suitable education which factors in age, aptitude and
- ability? (it is important to remember that parents do not need to be a teacher or have any formal
- qualifications to educate their child at home).
- Do you have the necessary resources, or would you have access to them? Page | 20
- www.worcestershire.gov.uk
- Do you have support available?
- Do you have the space available for a quiet working area?
- Are there opportunities for physical exercise?
- Are there opportunities for socialising with other children?

Once parents confirm their decision to begin elective home education, they should follow the following procedure:

- **Parents should put in writing, addressed to the Headteacher, their intent to home educate**

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www.worcestershire.gov.uk

- **and request their child's name is removed from the register.**
- **On receipt of this, the school can then delete the child's name from the register.**
- **Once the child has been deleted from the school register the school must inform the Local Authority, giving elective home education as the reason.**

The school will notify the LA that a pupil is to be removed from the admissions register as soon as they are informed the parent is intending to home educate, and no later than the time at which the pupil's name is actually removed. If a pupil's name is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent who the pupil is going to live with and the date the pupil is expected to start living there, if applicable

The name of the pupil's new school and their expected start date, if applicable

- The grounds for removal from the admissions register under Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended),

Where the name of a pupil with a social worker is to be removed from the admissions register, the school will inform the pupil's social worker.

The DSL may feel a referral needs to be made to children's services when there are also safeguarding concerns about the family who are electing to home educate.

Homestay Exchange Visits School

Arranged Homestays in UK. Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household. School-arranged

Homestays Abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact

details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

Privately Arranged Homestays Where a parent or pupil arranges their own homestay, this is a private arrangement, and the school is not the regulated activity provider.

Violence against women and girls including Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)

Where HBA affects children and young people it is a child protection issue. It is an abuse of human rights.

Children and young people who suffer Honour Based Abuse are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:

- Protecting family 'honour' To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual, or transgender).
- Strengthening family links.
- Protecting perceived cultural and/or religious ideals.
- Preventing unsuitable relationships. • Assisting claims for residence and citizenship in the UK.
- Perceived immoral behaviour e.g., make-up or dress; use of mobile phone; inter faith relationships

Our staff in school have received appropriate training and where we identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly.

[The right to choose: gov guidance on forced marriage](#)

FGM mandatory reporting duty for teachers

FGM is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such. With effect from October 2015, all schools are subject to a This means that in Lyppard Grange Primary School we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. mandatory reporting requirement in respect of female genital mutilation (FGM).

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.

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- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

Forced Marriage

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), of which focus on the role of schools and colleges. Our staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfu@fco.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Section 9 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of gender identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators,

including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse.' Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

We are an **Operation Encompass School**, working to break the cycle of **Domestic Abuse** and support children and families who are experiencing, or have experienced this. Operation Encompass is a report that is generated by police and sent to the Education/ Early Years setting, when a child or young person has experienced domestic abuse. As an Educational setting, we have ensured that several members of our staff, (Designated Safeguarding Lead and Deputy Designated Safeguarding Leads), known as a Key Adults, have been trained in the Operation Encompass procedures allowing us to then use the information that has been shared, in confidence, to support the child/ren in our care. The Domestic Abuse Act 2021 identifies children who experience domestic abuse as victims of domestic abuse in their own right. Our Pastoral team will support children as soon as a report has been received or a disclosure made by a child. If the disclosure comes from a child rather than an Encompass notification the safeguarding team will inform children's services if it meets threshold.

School is able to signpost victims of domestic abuse to various agencies and has lots of information and links in the safeguarding area of our website.

MARAC

If we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults, and the management of offenders. We will continue to provide help and support to safeguard children. The DSL will usually lead this. MARAC does not replace a referral to children social care.

OPERATION ENCOMPASS

In Lyppard Grange Primary School we receive Operation Encompass Notifications. Operation Encompass highlights that a Domestic Abuse Incident has taken place, and the police have been called. As part of the support, we then offer following these notifications, we ensure that staff maintain a close eye on the child, informing the DSL of any changes with regards to their behaviour, and reporting and recording anything out of the ordinary. Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, they inform Worcestershire County Council, who then inform the school via the DSL, before the child or children arrive at school the following day. This information sharing ensures relevant information about the child's circumstances are received in a timely manner and therefore as a school we enable support to be given to the child according to their needs.

Section 10 Safeguarding Pupils who are at risk of extremism.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, Lyppard Grange Primary School recognises some, from an early age can be exposed to terrorist & extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. We are committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** – defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

All staff need to be alert to changes in children and young people's behaviour which could indicate that they may need help or protection.

We know children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from harm. As part of our whole safeguarding approach, we include and consider the following.

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

Staff will use the Prevent risk assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of our staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL (If there is a concern that a child or young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern. person) and record their concerns on MY CONCERN. In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel [Channel guidance](#). for screening and assessment. We will ensure that the DSL will complete local training on the locality risks, and these will be cascaded to our school staff.

Please see the WCC page on Prevent - Prevention of extremism and radicalisation

Our aims are to prevent people being drawn into terrorism and to support local communities and institutions to challenge and reject the message of extremism. [Click here](#)

In our school this will be part of our annual CPD training programme by the DSL with full training every 3 years. Due diligence checks should be undertaken by the school on any organisation that uses its facilities. These checks will include:

- Gaining references
- requesting and reviewing the safeguarding and child protection policies of any organisation using the premises. (must include written procedures for dealing with concerns/allegations)
- School will ensure that the duty to inform the LADO – and any other relevant agency – is clearly referenced in any written agreement for responding to safeguarding concerns about other organisations or individuals using the school site.
- school may also need to ensure that the organisation or body responsible for the non-school activity contacts the LADO if required.
- Confirmation that anyone working or volunteering with the organisation has undergone appropriate DBS (Disclosure and Barring Service) checks and other relevant vetting procedures including a 'children's barred list' check where relevant for the role.

- adhere to the school's own safeguarding policies and procedures, with written agreement.
- Written confirmation that staff using the premises have had relevant safeguarding training
- Staff and volunteers of the organisation should also be aware of what to do if they have concerns about a colleague who may pose a risk of harm to children. Depending on the size of the organisation they may also be required to appoint a suitably trained Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL).
- School too have conducted their own risk assessment based on the organisation's activities and that they will provide first aid supplies that relate to the risk assessment – if not provided by the school.
- The lease or hire agreement should also require the organisation, in the event that an allegation is made relating to an incident that occurred whilst using the school premises, to notify the school's DSL (or DDSL) immediately and that the organisation may also be required to notify the LADO and any other relevant agency.
- School will to ensure that the DSL (or DDSL) can be contacted and/or is available at all times the school premises is in use by children. School leasing it's premises outside of usual school hours – including school holidays and evenings/weekends – will ensure that the DSL (or DDSL) is available to contact during these times.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.

The DSL and any deputies for the setting are aware of local procedures for making a Prevent referral.

Section 11 Allegations Against Staff members and Low-Level Concerns

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting ([whistleblowing](#)) policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO). Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#) .

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then this should be referred to the headteacher or principal.

Details of your local LADO are available on this link [Refer to Children's Social Care | Worcestershire County Council](#) . If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school or college low-level concerns policy

Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

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

Examples of such behaviour could include, but are not limited to:

- being over friendly with children and young people
- having favourites
- taking photographs of children and young people on their mobile phone, contrary to school policy
- engaging with a child or young person on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children or young people

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, behaviour to actions which may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable and enact abuse.

The DSL will be responsible for:

- Being a point of contact for all staff when they have safeguarding concerns, whether serious or low-level.
- Assessing whether safeguarding concerns about staff members meet the threshold for being termed an allegation, or whether they are low-level concerns.
- Liaising with the headteacher, staff members, the governing board and all relevant agencies to act upon concerns, where necessary.
- Keeping detailed, accurate and secure records of all low-level concerns and keeping records of decisions made regarding safeguarding concerns, including the rationale for those decisions

The school will promote a culture in which safeguarding pupils is the uppermost priority, beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

Staff will report all safeguarding concerns they have to the headteacher, DSL, or deputy immediately. Staff members will report concerns without undue delay. Where the report concerns a specific incident, staff members will report their concerns no later than 24 hours after the incident where possible. Staff members will be aware that concerns are still worth reporting even if they do not seem serious.

Where the DSL is informed of low-level concerns, they will inform the head teacher in a timely fashion according to the nature of the concerns. The head teacher will be the ultimate decision maker in respect of all low-level concerns; however, they may take a more collaborative approach with the DSL to make a decision.

Staff members will report their concerns to the head teacher or deputy head teacher verbally initially and then asked to submit a Low-level Concern Reporting Form. When submitting concerns, staff will take care to ensure that they observe the Confidentiality Policy and protect the identity of all individuals to which the concern pertains as far as possible.

Staff members may request anonymity when reporting a concern, and the school will endeavour to respect this as far as possible. The school will not, however, promise anonymity to staff members who report concerns in case the situation arises where they must be named, e.g. where it is necessary for a fair disciplinary hearing. In line with the Whistleblowing Policy, staff will be protected from potential repercussions caused by reporting a genuine concern.

Where a low-level concern relates to the headteacher, it should be reported to the chair of governors.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in the school, staff will also be required to report this to the head teacher, who will, in turn, inform the employer of the subject of the concern.

If the school receives an allegation of a low-level safeguarding concern regarding an organisation that has hired the school premises, the school will follow its usual safeguarding procedures and process for managing allegations.

Self-reporting

On occasion, a member of staff may feel as though they have acted in a way that:

Could be misinterpreted.

Could appear compromising to others.

They realise, upon reflection, falls below the expected professional standards set out in the Staff Code of Conduct.

The school will ensure that an environment is maintained that encourages staff members to self-report if they feel as though they have acted inappropriately or in a way that could be construed as inappropriate upon reflection. The head teacher and DSL will, to the best of their abilities, maintain a culture of approachability for staff members, and will be understanding and sensitive towards those who self-report.

Staff members who self-report will not be treated more favourably during any resulting investigations than staff members who were reported by someone else; however, their self-awareness and intentions will be taken into consideration.

All documentation is stored in a secure cloud drive that is only accessible to the Head teacher and Deputy Head Teacher.

Section 12 Safer Recruitment

Safer recruitment practices are essential part of creating a safe environment for children and young people. We will-

- not allocate start dates to new members of staff until all employment checks have been completed.
- We will keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files.
- We will ensure that staff and volunteers working at in our school are suitable to do so as outlined in the Villages Multi Academy Trust Safer Recruitment this includes online Searches for short listed candidates and Criminal History self disclosure forms for short listed candidates. As KCSIE requires we will complete risk assessments for all volunteers working in our school. Where a volunteer is working in regulated activity, we will require a DBS including barred check.
- Where a volunteer is not working in regulated activity, we will require DBS not including barred list check.
- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.
- Right to work documents will be kept for two years following the date they left our school but will then be destroyed after the two years. This is as per guidance set out in KCSIE.

Single Central Record

The Single Central Record (SCR) is an important part of our school commitment to Safeguarding and will be maintained by a member of the office management team.

All pre-appointment checks are recorded on the school SCR template and is audited on a regular basis by our Safeguarding Governor (Termly). School will also use external audits by the LA or other safeguarding agencies.

Any people accessing our school site will be authorised to do so as follows:

It is expected that all staff, visitors, and contractors will:

- Report to the reception on arrival.
- Provide proof of identity.
- Wear a name badge at all times with lanyards differentiating the groups:
- staff will use the designated school BLUE lanyard.
- Visitors whose DBS Status has been confirmed will wear GREEN lanyards and may be allowed to access the school unsupervised.
- Visitors who do not have a DBS or has not had confirmation will wear a red lanyard and will be supervised on-site.
- Be made aware of the arrangements for safeguarding, health, and safety.

Section 13 Confidentiality and Record Keeping

Staff, volunteers, and contractors have the responsibility to share relevant information about the protection of children with the DSL, Head of school and potentially external investigating agencies. We take all disclosures very seriously.

If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the student sensitively that they have a responsibility to refer the matter to the DSL for the student's well-being. We will seek to reassure our students that the matter will only be disclosed to the DSL, who will then decide on appropriate action. At **no time** should a staff member promise total confidentiality.

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a staff member has a safeguarding or child protection concern, they must inform the DSL as soon as possible.

These will be kept on the student's Child Protection file within **MY CONCERN**

Any external organisation or contractor working at our school is expected to work in accordance with our safeguarding child protection policy. This will be shared upon arrival with. Any external individual must report safeguarding concerns to the DSL.

Working in partnership with parents is important, we will endeavor to do this at all times. It is recognised however that there are occasions when it is in the child or young person's best interest for work to be undertaken and referrals made without the parents' initial consent to ensure the welfare and safety of our students.

We will.

- *Aim to help parents understand that we have a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the best interests of the student.*
- *Consider the safety of the student and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.*
- *Make all our policies available on the website and on request.*
- *Ensure a robust complaints system is in place to deal with issues raised by parents and carers.*

Provide advice and signpost parents and carers to other services where pupils need extra support. We will do this by ensuring our Supporting Families offer is up to date and available on our School website.

Our child protection records will be stored securely and in line with the latest data protection policy.

All safeguarding files will be kept separately from individual pupil records and stored securely. Information in these files will only be shared with relevant staff when it is necessary consistent with data protection.

We will release information, including police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL/Head teacher will be informed and a decision on an appropriate way forward in line with data protection will be made.

When pupils transfer to another school, college or setting child protection and safeguarding information will be shared with that school, college or setting to ensure safe and consistent support for that child or young person.

We will ensure the new school, college or setting sign a document to say they are in receipt of the safeguarding and child protection file. We will keep his on file until the child or young person's 25TH birth year.

Section 14 Our Responsibilities

Safeguarding and promoting the welfare of children is *everyone's responsibility*. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure, they should always speak to the DSL or deputy – if in exceptional circumstances, the DSL (or deputy lead) is not available, staff should consider speaking to a member of the ALT or contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

The **GOVERING BODY AND BOARD OF TRUSTEES** of will determine and keep under review safeguarding policy and practice in our school.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by Lyppard Grange Primary School/ The Villages Multi Academy Trust.
- Induction training must include (*Full Safeguarding Training, How to use My Concern, Signatures on and understanding of the Confidentiality Policy* and

Device and technology AUP, Prevent training, Online Safety training, FGM training, Prevent training, Cyber Security training, watching the Alfie Steel webinar, Using Arbor and logging behaviour incidents, online fire safety training and Health and Safety discussion including evacuation and invacuation procedures).

- Staff working directly with children will read KCSIE '25 **Part 1, Annex 'B'**.
- Staff who do not work directly with children will read KCSIE '25 **Annex A**.
- Know how to deal with a disclosure; if a pupil discloses to a member of staff that they are being abused, the staff member should refer to this policy and procedures in place and follow guidance set out in this policy. **(Bring immediately to a DSL before recording anything in My Concern NO DELAY)**
- Report instances of actual or suspected child abuse or neglect to the DSL or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), peer-on-peer abuse and gender- based violence/sexual assaults and sexting. Further information can be found in **Annex B of KCSIE '25**.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs.
 - mental health concerns.
 - has special educational needs (whether or not they have a statutory education, health, and care plan).
 - anti-social or criminal behaviour.
 - is a young carer.
 - is frequently missing/goes missing from care or home.
 - is misusing drugs or alcohol.
 - risk of radicalisation.
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
- All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All early help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team responsibilities

Through the DSL team ensure that:

- All staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services.
- Encourage a culture of listening to children and young people considering their wishes and feelings, making the most of every opportunity to gather their concerns.
- Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or were previously known to social services.
- Deliver a consistent approach to behaviour through the policy principles.
- All staff and volunteers are trained sufficiently, so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning. We follow the guidance on Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools and colleges should expect providers to have in place.
- Ensure that the KCSiE guidelines for effectively managing SEND and safeguarding are in place including the 2025 updates to this area.

Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children, those with additional SEN needs.

- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.
- Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy).
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure the school offers a safe environment through effective implementation of the school health and safety policy to meet the statutory responsibilities for the safety of students and staff at the academy.

The Designated Safeguarding Lead is responsible for:

- Maintaining both a strategic and operational approach to safeguarding.

- Being available term time during academy hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns.
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- Ensuring the school safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- Attend accredited, enhanced training as defined by Lyppard Grange Safeguarding Arrangements to fulfil the role every two years.
- Complete the school safeguarding training is enrolled by all.
- Ensuring that appropriate training for staff is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of the school safeguarding policies and procedures and kept informed and involved.
- Keeping Children Safe in Education 2025 says that where reasonable possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place.
- Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an academy student.
- Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise.
- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child).
- Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the academy and meet the needs identified in the child's personal education plan.
- Ensuring that e-safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place.
- Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate.
- Dealing with allegations of abuse in accordance with local and statutory procedures.
- Have an awareness of the requirements around the role of the Responsible Adult under PACE requirements.

- Supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child.
- Providing guidance and advice on the management of peer-on-peer sexual abuse incidents.
- Tracking the progress, attainment and aspirations of children known and previously known to social care.
- Ensuring accurate vulnerability recording within My Concern with the submission of safeguarding data as required.

The Designated and Deputy Safeguarding Lead will meet regularly with the rest of the safeguarding leadership team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. These meetings must be evidenced by minutes added to My Concern. Other key staff will be invited as appropriate.

Section 15 Statutory Requirements

This policy has been developed in line with the following Statutory key documents:

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Working Together to Improve School Attendance 2024'
- HM Government (2020) 'multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'

Other non-statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'

- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'

Section 16 Appendices

Each school to add their own appendices including any relevant themes within their community.

Appendix A

