



## Safeguarding Policy

<b>Policy LAB Approval:</b> July 2025
<b>Date of last review:</b> October 2024
<b>Date of next review:</b> July 2026
<b>Policy Owner:</b> Headteacher- Emma Rose

## Our Vision

At Pinvin we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential.

At Pinvin C of E Academy, we believe that every child is a unique creation of God, with a bright future as promised in **Jeremiah 29:11: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."**

We strive to create a nurturing and inspiring environment where every child can achieve their full potential. Our vision is to ensure that all our pupils can **'Be happy, grow and flourish.'** in a safe and supportive community. Through innovative teaching and a commitment to Christian values, we prepare our pupils to become confident, compassionate, and resilient individuals, ready to thrive in a changing world.

## Equality and Diversity Statement

At Pinvin C of E Academy we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

***This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community.***

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# Section 1

## Pinvin C of E Academy

### Our Vision

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This policy has been reviewed; to the best of our knowledge, we do not feel it impacts negatively on any specific group or individual within our school community. This statement sits under the DoWMAT safeguarding statement (Appendix A)

### PINVIN C OF E ACADEMY

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)	Emma Rose	office@pinvin.dowmat.education	01386 554196
Deputy DSL	Nicola Bennett Laura Barker Mark Farmer Rebecca Suckling Sophie Williams	office@pinvin.dowmat.education	01386 554196

Role	Name	Email address	Contact Number
Nominated Safeguarding Governor	John Gardener	office@pinvin.dowmat.education	01386 554196
Headteacher	Emma Rose	office@pinvin.dowmat.education	01386 554196
Chair of Governors	Trevor Knight	office@pinvin.dowmat.education	01386 554196

**Other named staff and contacts:**

- Designated Teacher for Children in Care- Laura Barker
- Online Safety Co-ordinator- Martin Davids
- 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 **PINVIN C OF E ACADEMY**. 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 **PINVIN C OF E ACADEMY** temporary staff, contractors, and agency supply staff as well as volunteers working in our setting.

Our 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.

**PINVIN C OF E ACADEMY** 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 our 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 our school all staff will be made aware of specific issues relating to locality that 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.

- [Home | Police.uk](#)

As part of our commitment to safeguarding, we recognise the importance of understanding the specific contextual risks that affect children and vulnerable individuals in our local area. WR10 2ER, located in Pinvin, Worcestershire, falls under the jurisdiction of West Mercia Police and is subject to a range of safeguarding concerns that reflect both national trends and localised issues.

### Local Crime Overview

Recent crime statistics for the WR10 2ER area and its 10-mile radius indicate the following key concerns:

- **Violence and Sexual Offences:** These are the most commonly reported crimes, with approximately 31 incidents per 1,000 people annually.
- **Anti-Social Behaviour:** Includes vandalism, public disorder, and nuisance behaviour, often linked to youth activity.
- **Burglary and Theft:** Property-related crimes remain a concern, particularly in more rural and less monitored CCTV areas.

### Contextual Safeguarding Risks

In line with national safeguarding frameworks and local intelligence, the following contextual risks are particularly relevant to our setting

#### 1. Child Criminal Exploitation (CCE) and County Lines:

- Criminal gangs are known to exploit vulnerable children to transport and distribute drugs across county boundaries.
- Young people may be coerced into storing drugs, handling cash, or travelling to other areas under threat or manipulation.
- Risk factors include poverty, family instability, exclusion from mainstream education, and lack of positive role models.

#### 2. Child Sexual Exploitation (CSE):

- Children may be groomed online or in person, often without recognising they are being exploited.
- Exploitation may involve coercion through gifts, affection, or threats, and can occur in peer-to-peer or adult-child contexts.

#### 3. Domestic Abuse and Family Instability:

- Children living in households affected by domestic violence, substance misuse, or criminal behaviour are at heightened risk of neglect and exploitation.
- These factors contribute to emotional vulnerability and may increase susceptibility to external threats.

#### 4. Missing Children and Truancy:

- Patterns of going missing from home or school are often indicators of deeper safeguarding concerns, including exploitation or abuse.
- Persistent absenteeism may signal disengagement and increased vulnerability.

#### 5. Online Abuse and Radicalisation:

- The digital environment presents risks including grooming, exposure to extremist content, and cyberbullying.
- Children may be targeted via social media platforms, gaming networks, or messaging apps.

### Safeguarding Response

Our safeguarding approach includes:

- Regular training for staff on identifying and responding to contextual safeguarding risks.
- Close collaboration with West Mercia Police, social care, and local safeguarding boards.
- Monitoring attendance, behaviour, and wellbeing indicators to identify early signs of risk.
- Providing safe spaces and trusted adults for children to disclose concerns.
- Engaging families and communities in safeguarding education and support.

### 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.

DoWMAT have published expectations for safeguarding training (Appendix B). All staff must have completed their training by September 3<sup>rd</sup> September 2025 and this training logged by the end of September. All staff must have regular safeguarding updates throughout the year.

### Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused, including severe 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 our 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 our 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. Our 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 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 use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL. The DSL is a member of school Senior Leadership Team, and the role will be referenced in their job description. During term time and normal school hours, a DSL will always be available in our school. For the majority of time, this will present as a DSL 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.

During holiday club style provision run by the school access to a DSL will be through a phone call. Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. *In our school* a list of those students taking part in any trip will be passed to the DSL to ensure that staff are made aware of all essential information relating to the students in their care.

The safeguarding team will meet weekly 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.

### ***Morning Procedure – Pinvin C of E Academy***

*At Pinvin C of E Academy, our morning routine is designed to promote a calm, safe, and welcoming start to the school day, ensuring that all pupils are accounted for and ready to learn.*

*This procedure supports our safeguarding responsibilities and reflects our commitment to high standards of attendance and punctuality, as outlined in our **Attendance Policy 2025–2026**.*

### **1. Arrival and Supervision**

- *The school gates open at **8:30 AM**. Staff are positioned at key entry points to supervise and greet pupils, fostering a sense of belonging and safety.*
- *Pupils are expected to arrive between **8:30 AM and 8:55 AM**. This window allows for a smooth transition into the school day and supports punctuality.*

### **2. Entry to Classrooms**

- *Classroom doors open at **8:45 AM**. Pupils are welcomed by their class teacher or teaching assistant and encouraged to settle into morning activities such as reading or reflection.*
- *This time is used to build positive relationships and observe pupil wellbeing.*

### **3. Morning Registration**

- ***Morning registration takes place at 8:55 AM** for Years 1–7 and **9:00 AM** for Reception.*
- *Registers are taken electronically and submitted promptly.*
- *Pupils arriving between **9:00 AM and 9:30 AM** are marked as **late** (Code L).*
- *Pupils arriving **after 9:30 AM** without a valid reason are marked as **unauthorised absence** (Code U), in line with the Attendance Policy.*

### **4. Absence Reporting and First-Day Response**

- *Parents/carers must notify the school by **9:30 AM** if their child is absent, providing a reason.*
- *If no contact is made, the **Office Manager** will initiate the **first-day calling procedure** to ensure the child's safety.*
- *All contact attempts are recorded, and unexplained absences are followed up.*

### **5. Safeguarding and Wellbeing Checks**

- *Staff are trained to observe signs of distress, neglect, or unusual behaviour during arrival.*
- *Any concerns are reported immediately to the **Designated Safeguarding Lead (DSL)** or a deputy DSL.*
- *Pupils who appear withdrawn, unkempt, or unusually tired are discreetly checked in with by a member of the pastoral or safeguarding team.*

### **6. Transition to Learning**

- *After registration, pupils begin their first learning session. This may include collective worship, literacy starters, or other curriculum-linked activities.*
- *This structured start supports readiness to learn and reinforces our school vision: "**Be happy, grow and flourish.**"*

*(Appendix C Home visit guidance and risk assessment).*

## Section 3 Our Commitment

In 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 our school who they can approach if they have worries.
- Teaching children to keep themselves safe from all forms of abuse, including: child sexual exploitation, criminal exploitation, female genital mutilation [FGM Statutory Guidance](#) forced marriage, extremism, radicalisation [Government Channel Guidance](#), and child-on-child abuse.

**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.
  - Rationale for actions.
- 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 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.
- 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. Our school may be the only stable, secure, and predictable element in the lives of children at risk. Our school will support all children through:

- Appropriate staff conduct, in line with the policy (Appendix D DoWMAT Code of Conduct)
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online.
- Daily practice underpinned by our school ethos, vision, and values.

- Consistent implementation of our school Health and 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, our school will where reasonably possible, hold two or more emergency contact numbers per pupil or student. This provides the 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 our 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.

Our school 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.

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 our 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 our school.

### How we will support

- In our 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 behaviours 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) and gang violence. 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.

To guide our understanding and response, we use the following evidence-based frameworks and resources:

- **NSPCC Hackett Continuum:** We use this continuum to assess and categorise sexual behaviours as healthy, problematic, or harmful. This helps staff to respond proportionately and appropriately, ensuring that children receive the right level of support and intervention.
- **Lucy Faithfull Foundation's 'Shore Space':** We signpost older pupils (where appropriate) to this confidential online support service, which offers guidance to young people who are worried about their own or someone else's sexual thoughts or behaviours. This is part of our commitment to early intervention and harm prevention.

### Our Internal Practice and Assessment Tools

- **Staff Training:** All staff receive annual safeguarding training, which includes recognising and responding to sexualised behaviour. DSLs receive enhanced training on the Hackett Continuum and contextual safeguarding.
- **Behaviour Logging and Monitoring:** We use a secure digital safeguarding system (e.g., CPOMS/MyConcern) to record and monitor incidents of sexualised behaviour. Patterns are reviewed regularly by the DSL team.
- **Initial Behaviour Assessment Tool:** We have developed an internal checklist based on the Hackett Continuum to support staff in identifying the nature and severity of behaviours. This tool helps determine whether behaviours are developmentally typical or require further assessment.
- **Multi-Agency Working:** Where concerns are identified, we work closely with Worcestershire Children First, Early Help, and specialist services such as the Lucy Faithfull Foundation or CAMHS. Referrals are made in line with local safeguarding procedures.
- **Pupil Support Plans:** For pupils displaying problematic or harmful behaviours, we implement individualised support plans. These may include pastoral mentoring, therapeutic input, and family engagement.
- **Education and Prevention:** Through our PSHE and RSE curriculum, we teach pupils about healthy relationships, consent, boundaries, and respect. This proactive approach helps to reduce the likelihood of harmful behaviours developing.

### Confidentiality and Support

We handle all concerns with sensitivity and confidentiality, ensuring that the child's voice is heard and their dignity respected. Our aim is always to safeguard the child, support their development, and work in partnership with families and professionals.

## 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.

Our school has an important role to play in supporting the mental health and wellbeing of all our learners. This means that in our 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.

As a 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.

### **Mental Health and Wellbeing Support**

At Pinvin C of E Academy, we understand that mental health is a key aspect of safeguarding and pupil development. We are committed to creating a safe, inclusive, and emotionally supportive environment where all children can thrive. Our approach is rooted in our Christian values and a whole-school commitment to nurturing the emotional wellbeing of every pupil.

### **Whole-School Approach**

We adopt a proactive and trauma-informed approach to mental health, recognising that early intervention and consistent support can significantly improve outcomes for children and families.

### **Key Roles and Support Structures**

- **Mental Health Lead:** Our trained Mental Health Lead coordinates the school's mental health strategy, ensuring that staff are equipped to identify and respond to emotional needs and that pupils receive timely support.
- **Mental Health First Aiders:** Designated staff are trained to provide immediate support to pupils experiencing emotional distress, anxiety, or low mood. They act as a first point of contact and work closely with the DSL and pastoral team.
- **ELSA (Emotional Literacy Support Assistant):** Our ELSA provides targeted emotional support to pupils through structured sessions focused on emotional regulation, self-esteem, social skills, and coping strategies. ELSA support is delivered in a safe, nurturing space and is tailored to individual needs.
- **Trauma-Informed Practice:** As a trauma-informed school, we recognise the impact of adverse childhood experiences (ACEs) on behaviour, learning, and wellbeing. All staff are trained to respond with empathy, consistency, and relational approaches that promote safety and trust. We use restorative practices and emotion coaching to support regulation and repair. As a school we have two TIS trained practitioners.
- **Pastoral Support Team:** Our pastoral team works with pupils and families to provide:
  - One-to-one mentoring and check-ins
  - Small group interventions (e.g., friendship groups, resilience building)
  - Support for transitions, bereavement, and family challenges
- **Designated Safeguarding Lead (DSL):** The DSL works in partnership with the Mental Health Lead who is also a DDSL to ensure that mental health concerns are recognised as safeguarding issues where appropriate. All staff are trained to identify early signs of emotional distress and refer concerns promptly.

### **Assessment and Monitoring Tools**

- **Wellbeing Check-Ins:** Regular informal and structured check-ins are conducted by class teachers and pastoral staff.
- **Emotional Needs Internal Referral:** Used to assess emotional and behavioural needs and inform support planning.
- **My Internal Compass:** A reflective tool developed in-house to help pupils identify and express their feelings, values, and coping strategies.

- **Safeguarding Recording System (CPOMS):** Used to log and monitor mental health concerns alongside other safeguarding indicators.

### External Support and Signposting

We work closely with external agencies including:

- **Worcestershire CAMHS**
- **Early Help and Family Support Services**
- **Educational Psychology Services**
- **Lucy Faithfull Foundation's Shore Space** – for confidential support around sexual thoughts and behaviours
- **Young Minds, Kooth, and NSPCC Childline**

### Staff Wellbeing

We also prioritise staff wellbeing, recognising its importance in maintaining a safe and supportive school culture. Staff have access to wellbeing resources, supervision, and support from the leadership team.

As a 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.

- Content of lessons in our 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.
- Children of concern are regularly discussed by all staff.
- DSL works with the mental health leads in school to ensure all needs are met.
- 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 pupil, 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 our 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 Headteacher/DSL or Senior Mental Health Lead 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 CPOMS file.

## Section 6 Opportunities to Teach Safeguarding

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

Our 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 our 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 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 the law around safeguarding is to protect not criminalise them.

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

- Bullying/Cyber Bullying
- Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger Fire and Water Safety
- Child on Child
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships / Consent
- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Child Exploitation of Children
- 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](#))

Information about the details of our PHSE curriculum can be found on our school website and can be requested from the Headteacher.

## 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, our school ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- Online Safety Policy.
- Acceptable use of Technologies.
- Web Filtering and Device Monitoring through *ICT4 and RM*
- 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 online safety curriculum ensuring safeguarding is maintained.

- Online safety is included in our curriculum provision as part of providing a broad and balanced curriculum.
- Our 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 change rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks pupils face. We carry out the DoWMAT online safety audit.

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 the school and supported by ICT4 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 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.

Mobile phone are carefully considered, including how their use is controlled within the 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. All mobile phones are collected at the beginning of the day and kept in locked mobile phone boxes and returned at the end of the day.

## Filtering and Monitoring

Our Local Academy Board are responsible and need to ensure the limit of children's exposure to the above risks from the school's IT system.

Our Local Academy Board:

- Ensure our school 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 the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In our school we regularly 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 safeguarding needs.

We are supported by the DoWMMAT to 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.

Our school is committed to keeping our pupils safe online so we will include the safe use of mobile phones and other technology within our curriculum.

## 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 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 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. We regularly review pupils of concern, check and teach local risks and meet as a safeguarding team to discuss the wider context around children and families.

## 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](#)

### Children Missing Education (CME) and Irregular Attendance:

At Pinvin C of E Academy, we recognise that children missing education or experiencing irregular attendance may be at increased risk of harm, exploitation, or disengagement. We are committed to identifying and responding to these concerns swiftly and in accordance with statutory guidance and Worcestershire County Council procedures.

#### Statutory and Local Guidance

Our procedures are aligned with:

- **Statutory Guidance: Children Missing Education (DfE)**
- **Worcestershire County Council CME Protocol**  
Attendance and Children Missing Education (CME) | Worcestershire County Council

#### School Responsibilities

In line with our **Attendance Policy 2025-2026**, Pinvin C of E Academy will:

- **Notify the Local Authority:**
  - When a pupil is missing from education for a continuous period of **ten school days** without explanation.
  - When a pupil is removed from the school roll outside of standard transition points (e.g. moving to another school, elective home education).
  - When a pupil is recorded with **Code I (illness)** and is expected to miss **15 days or more** (consecutively or cumulatively).
- **Monitor and Escalate Concerns:**
  - The **Attendance Champion** and **Office Manager** monitor attendance weekly.
  - Patterns of irregular attendance are flagged and followed up with families.
  - Where concerns persist, the **Headteacher** will initiate further action, including:
    - Attendance contracts
    - Home visits
    - Referral to the **Education Welfare Officer**
    - Implementation of an **Early Help Plan** or **Education Supervision Order (ESO)** if necessary
- **First-Day Response:**
  - If a pupil is absent and no reason is provided by **9:30 AM**, the school will contact parents/carers.

- All contact attempts are recorded, and unexplained absences are escalated.
- **Safeguarding Integration:**
  - Attendance concerns are logged on our safeguarding system (e.g., CPOMS).
  - The **Designated Safeguarding Lead (DSL)** is informed of persistent absence or unexplained patterns.
  - Absence may trigger wider safeguarding assessments, particularly where there are known vulnerabilities.

#### **Pathway for Addressing CME**

1. **Initial Concern:** Absence noted by class teacher or office.
2. **First-Day Call:** Office contacts home.
3. **Monitoring:** Attendance Champion reviews weekly data.
4. **Escalation:** If absence continues, DSL and Headteacher are informed.
5. **Intervention:** Family contacted, support offered, referral made if needed.
6. **Notification:** LA informed if statutory thresholds are met.

#### **Policy Link**

For full details, refer to our **Attendance Policy 2024–2025**, available on our school website or via the school office.

## Elective Home Educated

We will inform Worcestershire County council of 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.

We will contact Family Front Door 01905 822666 if we have a safeguarding concern and speak to the Worcestershire Elective Home Education Team for further guidance and advice. 01905 846060 [ElectiveHomeEducation@worcschildrenfirst.org.uk](mailto:ElectiveHomeEducation@worcschildrenfirst.org.uk).

## 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 our 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.
- Staff are aware of their 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.
- 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 [fmua@fco.gov.uk](mailto:fmua@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 ensure we work with partners to best support the children and families who are victims of domestic abuse. We identify the need and ensure pastoral support and a key adult are in place.

## 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 our 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 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. 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, our school recognises that some children, from an early age can be exposed to terrorist and 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 school Prevent risk assessment/early years Prevent risk assessment and their professional judgement to identify 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 concerns) and record their concerns on CPOMS. 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 [Prevent - Prevention of extremism and radicalisation | Worcestershire County Council](#).

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

- Online checks
- References
- Letter of Assurance
- Risk Assessment
- Checking materials to be used

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 DoWMAT's confidential reporting (whistleblowing) policy and procedure [whistleblowing-academy.pdf](#).

Whistleblowing concerns about the Headteacher should be raised with the Chair of the Local Academy Board and the CEO. 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 DoWMATs low-level concerns statement [LOW-LEVEL CONCERNS STATEMENT](#)

## 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.

We have a low level concern form in the staffroom and this is completed by staff members and given to the Headteacher or DSL. Actions are carried out. The incident recorded on the low level concerns Excell spreadsheet and filed in a low level concern file which is regularly reviewed.

## 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 our Safer Recruitment Policy [SAFER RECRUITMENT POLICY](#) this includes online searches for shortlisted 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. We follow the DoWMAT volunteer guidance and handbook [Volunteers | Diocese of Worcester Multi Academy Trust](#)
- 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 staff and the Headteacher. Both staff maintaining the SCR will have relevant training. The SCR is checked by the DoWMAT annually and by the Local Authority when the school is in the Ofsted window.

All pre-appointment checks are recorded on the school SCR template and is audited on a regular basis. This is checked by the DoWMAT annually and by the Local Academy Board Safeguarding governor on a termly basis.

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 dependent on DBS status.
- Staff will use the designated school lanyard.
- Visitors whose DBS Status has been confirmed will wear a blue lanyard 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.
- Will be told to disable Smart watches and other photo capturing devises.

## 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, Headteacher and potentially external investigating agencies. We take all disclosures very seriously.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the pupil sensitively that they have a responsibility to refer the matter to the DSL for their well-being. We will seek to reassure our pupils 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 CPOMS.*

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 pupils and have a duty to refer cases to the Local Authority in the best interests of the pupil.
- Consider the safety of the pupil 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. [COMPLAINTS PROCEDURE](#)

Provide advice and signpost parents and carers to other services where pupils need extra support. We will do this by ensuring our Early Help/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. [DATA PROTECTION POLICY](#). We are supported by: [Data Protection Office for Schools - HY Education](#).

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 to the police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL/Headteacher 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 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 or setting sign a document to say they are in receipt of the safeguarding and child protection file. We will keep this on file until the child or young person's 25<sup>th</sup> birth year.

## Section 14 Early years Setting within our school.

As an early year's provider delivering the Early Years Foundation Stage (EYFS), our aim is to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. We will do this by

Ensuring we have a safe secure learning environment where children can be seen and heard at all times.

- A named member of staff in the DSL team.
- A member of staff who always holds a current pediatric first aid qualification and available.
- We will liaise with parents and carers supporting with their child's development.
- Routine monitoring of health and safety practices to promote children's safety and welfare.
- Appropriate staff, ratios and qualifications comply with statutory guidance meeting the needs of all children.

We will promote the health of all children and young people including early years by:

- Taking necessary steps to prevent spread of infection.
- Administering medicines and or intimate care is in line with our policies
- Taking appropriate action where children/ young children, including early years are unwell.

## Section 15 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 Trust 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 Local Academy Board will determine and keep under review the safeguarding policy and practice in our school.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct [code-of-conduct.pdf](#)
- Attend all relevant training and development provided by the school.
- Induction training must include all aspects of safeguarding and safeguarding training. The DoWMAT induction proforma should be used and filed in the personnel file.
- 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. They should speak to the DSL, log the concern and follow guidance set out in this policy.
- 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), child-on-child 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.
  - Has mental health concerns.
  - Has special educational needs (whether or not they have a statutory education, health, and care plan).
  - Involved in anti-social or criminal behaviour.
  - Is a young carer.
  - Is frequently missing/goes missing from care or home.
  - Is misusing drugs or alcohol.
  - Is at 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 pupils 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 DoW/MAT health and safety policy/school local addendum 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 school 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 Headteacher apprised.
- 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 Headteacher if not the DSL and staff informed as appropriate.
- Attend accredited, enhanced training as defined by the Local Authority and DoW/MAT Safeguarding Arrangements to fulfil the role every year.

- Ensure the school safeguarding training is undertaken by all and the CPD is logged with no gaps.
- Ensure that appropriate training for staff is organised according to the agreed programme with the Headteacher and DoWMAT 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 a pupil.
- 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 school and meet the needs identified in the child's personal education plan.
- Ensuring that online 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 staff members 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 pupils 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 CPOMS 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 CPOMS. Other key staff will be invited as appropriate.

## Section 16 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 17 Appendices

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

### Appendix A

DoWMMAT safeguarding statement

### Appendix B

Safeguarding training expectations September 2025

### **Appendix C**

DoWMAT home visit guidance and risk assessment

### **Appendix D**

DoWMAT code of conduct

### **Appendix E**

School local risks [Junction | Police.uk](#)

### **Appendix F**

SHIELD – Staff Safeguarding Poster

### **Appendix G**

ALERT – Enhanced DSL Response Acronym

## APPENDIX A

### STATEMENT REGARDING CHILD PROTECTION AND SAFEGUARDING IN DOWMAT ACADEMIES 2025-2026

#### 1. POLICY STATEMENT

- 1.1. The Diocese of Worcester Multi Academy Trust (DoWMAT) fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children and thus is fully committed to safeguarding and promoting the welfare of all the pupils and staff within the academy trust and expects all staff and volunteers to share this commitment.
- 1.2. The Diocese of Worcester Multi Academy Trust expects that everyone working within the Trust academies will contribute to the creation of an environment in which all children and adults have an equal right to protection regardless of gender, religion, ethnicity, sexual identity or culture.
- 1.3. The Diocese of Worcester Multi Academy Trust requires members of the academy trust to maintain an open mind and an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 1.4. The Diocese of Worcester Multi Academy Trust expects that all adults within the academy community are aware that they have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in the academy. Anybody can make a referral although reporting procedures should be established in the academy to ensure information is shared with the key safeguarding and child protection staff at the academy as soon as possible after any concern arises.
- 1.5. The Diocese of Worcester Multi Academy Trust expects that each academy will follow the guidance provided by their Local Safeguarding Children Board and Local Authority children's services departments.
- 1.6. The Diocese of Worcester Multi Academy Trust will nominate a senior officer as the Designated Safeguarding Lead Officer and nominate a Director as having particular responsibility for safeguarding matters.

#### 2. DEFINITIONS

- 2.1. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

- 2.2. Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- 2.3. Staff refers to all those working for or on behalf of the academy, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
- 2.4. Child includes everyone under the age of 18 (including staff or volunteers under that age).
- 2.5. Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

### **3. AIMS OF THE SAFEGUARDING STATEMENT**

- 3.1. To establish the commitment of the Diocese of Worcester Multi Academy Trust to promoting good safeguarding and child protection practices throughout the Trust and Trust academies.
- 3.2. To set out the requirements that every academy within the Diocese of Worcester Multi Academy Trust must:
  - Ensure the academy Child Protection and Safeguarding Policy is updated annually to include any updates in Keeping Children Safe in Education (KCSIE).
  - Ensure a senior leader is nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role.
  - Ensure the DSL has undertaken annual DSL training, Get Safe Training, Operation Encompass and Prevent training.
  - Ensure the job description for the DSL clearly delineates the role and responsibilities of this post.
  - Ensure there are clear lines of communication between the DSL and the member of staff with responsibility for Attendance and vulnerable groups including special educational needs.
  - Ensure it has at least one member of staff who will act in the absence of the DSL (Deputy DSL) who has received appropriate training and support for this role.

- Ensure appropriate supervision is in place to support the DSL and all Deputy DSL's.
- Ensure the Single Central Record is kept up to date and that two staff can access the SCR and have had SCR training. Staff files are to include photo identity and is compliant with MAT Guidance. See Appendix 1.
- Ensure a signed record of training attended by members of staff, Governors and volunteers is kept in line with KCSIE.
- Ensure all certificates of training received by the DSLs, staff and Governors are retained centrally.
- Ensure all staff (including new members of staff) sign to say they have read and understood the following MAT / academy policies: Whistleblowing, Child Protection and Safeguarding, Code of Conduct, Health and Safety and Online Safety.
- Ensure the Local Academy Board nominates a member to be responsible for safeguarding children and liaise with the DSL and / or Headteacher in matters relating to safeguarding.
- Ensure the Local Academy Board member responsible for safeguarding has annual safeguarding training alongside other members and additionally single central record training and Prevent training.
- Ensure volunteer recruitment follows the DoWMAT volunteer handbook and includes and application form, two references, interview and safeguarding training.
- Ensure safer recruitment processes are rigorous for staff and volunteers and social media searches are undertaken.
- Ensure there is a named attendance champion and regular attendance analysis for all groups.
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Local Academy Board knows the name of the DSL and any deputies and understands their role.
- Ensure that the DSL and/or a Deputy DSL is always available during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities.

- Ensure there is a separate page on the academy website entitled Child Protection and Safeguarding which includes the latest Child Protection and Safeguarding Policy, reminds all that Safeguarding is everyone's responsibility and provides the name and contact details of the DSL, the LAB member responsible for Safeguarding and each Deputy DSL.
  
- Ensure all staff and volunteers have read (and signed to confirm) the school Safeguarding / Child Protection Policy including its Appendices, Part 1 and Annex A of Keeping Children Safe in Education, and the school's Code of Conduct.
  
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME) and Radicalisation and Extremism, and maintain an attitude of 'it could happen here'.
  
- Ensure that there are effective procedures in place to deal with any safeguarding issues which may rise and that these are embedded, shared and followed by everyone within the academy community.
  
- Ensure the academy has appropriate training and system for recording all incidents of physical restraint and ensuring all parents are informed when physical intervention is used.
  
- Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL or Head Teacher in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
  
- Ensure the Designated Safeguarding Lead Officer at the Multi Academy Trust is informed of any safeguarding or child protection issues or concerns relating to a Headteacher, LA Member, member of staff, volunteer or visitor or where staff feel there is significant risk to a child.
  
- Ensure staff new to the schools are informed of the safeguarding arrangements in place. They will be given a copy of the school Safeguarding / Child Protection Policy including its Appendices, Part 1 and Annex A of Keeping Children Safe in Education, the school's Code of Conduct and told who the DSL is, who acts in their absence and what this role includes.
  
- Ensure all volunteers, supply staff and regular visitors to the academy are told where the policy is kept, given the name of the DSL and deputy/ies and informed of the academy's procedures in reporting concerns.
  
- Establish a safe environment in which children and young people can learn and develop.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the school website.
  
- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
  
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures, low level concern procedures and helplines.
  
- Be aware of and follow procedures set out by the DfE and the Local Safeguarding Children Board and Local Authority children's services departments where an allegation of abuse is made against a member of staff or volunteer, including making a referral to the Local Authority Designated Officer (LADO).
  
- Ensure that a referral is made to the Disclosure and Barring Service and/or National College for Teaching and Leadership if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.
  
- Ensure that there are effective procedures in place to deal with any safeguarding issues which may arise and that these are embedded, shared and followed by everyone within the academy community.
  
- Ensure all staff and governors receive appropriate regular training on dealing with safeguarding and child protection issues and are aware of the wide range of indicators and types of abuse and what action to take if they have a concern. A record of this training must be retained centrally.
  
- Ensure all LAB members have read (and signed to confirm) the school Safeguarding / Child Protection Policy including its Appendices, Part 2 of Keeping Children Safe in Education and the school's Code of Conduct.
  
- Set out written standards on the expected conduct of staff and ensure all staff work safely and responsibly, monitoring their own standards and practices on a regular basis, avoiding any conduct which may lead someone to question their motivation or intentions.
  
- Raise awareness of safeguarding and child protection issues with the children or young people and equip them with the skills needed to keep themselves safe.

- Support children who have been abused or are vulnerable to abuse, this includes robustly tackling incidents of bullying.
- Ensure all children are taught how to protect themselves online and how to report online incidents through CEOP.
- Operate a lettings policy which ensures the suitability of adults working with children on school sites at any time.
- Ensure that community users organising activities for children are aware of, and understand the need for compliance with the school's child protection guidelines and procedures.
- Ensure letters of assurance are in place for all contractors and agency staff.
- Ensure a yearly safeguarding self-assessment is undertaken and safeguarding audit.
- Ensure filtering and monitoring checks are undertaken weekly and recorded with follow up actions.
- Ensure the DoWMAT safeguarding planner is followed.
- Ensure the academy have all policies related to safeguarding including: child on child abuse, social media, online safety, behaviour and anti-bullying.

#### **4. ADDITIONAL MATERIALS AND FURTHER INFORMATION**

- Children Acts 1989 and 2004
- The Education Act 2002 and 2011
- The teachers' standards
- Working together to safeguard children
- Keeping children safe in education
- Guidance for safer working practice for those working with children and young people in education settings

#### **Appendix 1 MAT Guidance for the Keeping of Staff Personnel Files**

Personnel Files should have the DoWMAT cover sheet and contain:

1. Application form
2. Photograph of staff member on inside of file
3. Personnel checklist\*
4. Contract – To include offer/acceptance letters and contract
5. Job Description/s/person spec – Most recent on top
6. Payroll Information
7. ID Check and Qualifications – signed and dated
8. References x 2 or a risk assessment where references are missing
9. Induction
10. Interview
11. Advert
12. Correspondence
13. Online check
14. 128 check – governors and leaders
15. Prohibition order check (teachers)
16. Childcare disqualification declaration (anyone working with under 8's)
17. Barred list check
18. Date DBS original disclosure certificate checked and following checks 3 yearly
19. Right to work in the UK
20. Further checks if lived/worked outside the UK
21. Medical screening form and date clearance received

*\*This information should match the academy single central record.*

**APPENDIX B**  
**DoWMAT Statutory Annual Safeguarding Training**  
**September 2025**

All training modules can be found on **The National College**.  
 Governors may choose to undertake the training on The National College or Governor Hub.  
 This training is in addition to all other statutory training (annual DSL, Prevent 3 yearly, SCR, Safer recruitment etc).

*Please note:* Cyber Security Training **must be** completed via the National Cyber Security Centre (NCSC).

Statutory

Training	Link	Duration	Who to complete
Annual certificate in safeguarding for teachers/ support staff/governors	<a href="#">Safeguarding Training Course &amp; Certificate for School Staff</a>  <a href="#">School Governor Safeguarding Training Course &amp; Certificate</a>	1 hour 30 mins approx.	All staff, governors, directors
Annual certificate in online safety for teachers/support staff/governors	<a href="#">Annual Online Safety Training &amp; Certificate for Teaching Staff</a>  <a href="#">Annual Online Safety Training &amp; Certificate for Support Staff</a>  <a href="#">Annual Online Safety Training &amp; Certificate for Governors</a>	1 hour 20 mins approx.	All staff, governors, directors
Annual certificate in cyber security for staff/governors/leaders	<a href="#">Cyber security training for school staff - NCSC.GOV.UK</a>	1 hour 50 mins approx.	All staff, governors, directors
Annual certificate in fire safety for primary schools	<a href="#">Fire Safety Training Course &amp; Certificate for Schools</a>	55 mins	All school staff
Annual certificate in data protection and GDPR for staff/leaders/governors	<a href="#">GDPR &amp; Data Protection Training &amp; Certificate for School Staff</a>  <a href="#">GDPR &amp; Data Protection Training &amp; Certificate for Senior Leaders</a>  <a href="#">GDPR &amp; Data Protection Training &amp; Certificate for Governors</a>	30 mins approx.	All school staff and governors

### Additional recommendations

Training	Link	Duration	Who to complete
Supporting pupils with medical needs	<a href="#">Supporting Pupils with Medical Conditions   Primary</a>	52 mins	All staff
Annual certificate in the prevent duty for primary schools	<a href="#">Certificate in Understanding the Prevent Duty Training Course</a>	1 hour 11 mins	All staff and governors
Certificate in allergy and anaphylaxis	<a href="#">Allergy and Anaphylaxis</a>	1 hour	All staff including wrap around care adults
Certificate in asthma awareness	<a href="#">Asthma Awareness Training Course for Schools</a>	19 mins	All teaching staff
Certificate in understanding mental health	<a href="#">Understanding Mental Health Training Course &amp; Certificate</a>	1 hour 25 mins	All staff
Annual certificate in the role of a fire warden	<a href="#">Online Fire Warden Training Course &amp; Certificate</a>	1 hour 9 mins	Fire warden
Legionella Awareness	<a href="#">Legionella Awareness Online Training Course &amp; Certificate</a>	26 mins	Leaders staff who check
Certificate in Asbestos Management	<a href="#">Certificate in Asbestos Management 2024</a>	35 min	Leaders

## APENDIX C

### Home Visits Procedures

#### Statement of intent:

The Diocese of Worcester Multi-Academy Trust recognises that there may be an increased risk to the health and safety of trust employees when making home visits. It is essential that appropriate procedures and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations. This procedure has been established to identify risks and manage them accordingly.

The trust has a duty under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 to ensure, as far as is reasonably practicable, the health, safety and welfare of employees. With this in mind, we have established this policy for any trust employee who is required to make home visits.

All work with pupils and parents should usually be undertaken in the school. There are however occasions, in response to an urgent, planned or specific situation where it may be necessary to make a one-off or regular home visit. For this reason, the trust believes that clear procedures must be in place and followed to avoid misunderstandings or confusion about home visits.

#### Definitions:

A home visit is a visit that requires member(s) of staff to visit the home of a parent or carer. There are different types of home visit; not all home visits will require entry to the home itself. Home visits may include but are not limited to:

- A procedural visit, e.g. to drop off work when a pupil is unable to attend school.
- A visit to a pupil who has been off school for a period of time, such as due to a medical issue, so they do not feel isolated from the school community.
- A safe and well check (or welfare check), e.g. if a pupil is absent without good reason and the school has concerns about their welfare or levels of attendance.
- A visit that member(s) of staff will undertake before a child begins attending school, to get to know them and their family and to build positive relationships.

#### Home visits should:

- Be pre-arranged with the parents/carers wherever possible and agreed by the Headteacher/Head of School or their representative.
- Start with appropriate introductions (you should carry identification) and an explanation of the purpose of the visit.
- Be undertaken using the most appropriate and polite language and be non-judgemental.
- If entering the home treat the home with due respect, e.g. ask permission to enter or sit.
- Ensure parents/carers and pupil voice is heard e.g. to support with addressing any barriers to attendance.
- Be purposeful, leave with an agreed plan of action, and a plan for review if necessary.
- Take full consideration of personal safety.

Circumstances can change and visiting a private home one day can appear perfectly safe, visiting another day may be very different. Therefore, all staff must remain constantly vigilant and follow basic precautionary procedures when visiting private homes.

*NB: It is NOT a requirement to enter the home.*

## 1. Personal safety:

- 1.1. It is the responsibility of trust employees to keep themselves safe at all times. They must avoid any situations that may risk their safety.
- 1.2. The Headteacher, Head of School or their representative must ensure a member of staff is not exposed to unacceptable risk by making a home visit.
- 1.3. Home visits will only be undertaken when is deemed necessary and can be justified.
- 1.4. Home visits should be made by at least **two members of staff** wherever possible.
- 1.5. A **first home visit** to a family **must always** be made by **two** members of staff. This visit should gather information to inform the risk assessment for future visits.
- 1.6. Appointment records must include the time and location along with the name of the pupil and trust employee/s making the visit. (Appendix 1)
- 1.7. Unannounced visits should be avoided wherever possible. However, they should be considered where there is a concern over the safety of a child such as unexplained absence of a vulnerable child.
- 1.8. Where there is a significant and immediate concern about the safety of a child the police should be contacted and a police welfare call requested.
- 1.9. Employees working off site must carry a mobile phone at all times. The number will be recorded and held in school.
- 1.10. Employees making a home visit must have access to an emergency contact at all times. A code word/phrase should be agreed to use in the event an employee needs to seek help covertly.
- 1.11. Employees will 'check in' by calling their school office after every visit to update their whereabouts.
- 1.12. If an employee does not make contact after an agreed time they will be contacted by a member of the school staff to check on their safety.
- 1.13. Where possible the home visit risk assessment will be conducted by the senior leader and/or designated safeguarding lead **prior** to a home visit. If a particular home visit poses new risks, the risk assessment will be amended before the visit.
- 1.14. Risk assessments should include evaluation of any known risk factors regarding the pupil, parents/carers and any others living in the household, including animals.
- 1.15. Specific consideration must be given in risk assessments to visits in remote locations.
- 1.16. Employees making a home visit must adhere to the agreed risk management strategies identified on the visit's risk assessment.
- 1.17. If a trust employee identifies any additional risk during a visit they must end the visit immediately.
- 1.18. If a trust employee feels that they are in immediate danger, they must contact the police or their school emergency contact who will call the police.
- 1.19. Details of the vehicles used by trust staff, including make, model, registration number and colour, must be held by the school office. All vehicles must have the required up-to-date business use insurance.
- 1.20. If following completion of a risk assessment there are any remaining concerns about staff safety relating to a home visit further advice should be sought from the trust and/or the LA safeguarding team.
- 1.21. Trust employees undertaking home visits should be aware of safe practices to adhere to such as keeping visual access and/or an open door in one-to-one situations and positioning themselves in a room to give them a direct exit route, keeping professional boundaries in place.

## 2. Procedures:

Before the visit staff will:

- Familiarise themselves with the contents of this policy and procedures.
- Ensure that the visit is necessary and it is not possible for the parent to come into school.
- Be clear about the purpose of the visit and be aware of all necessary information.
- Be aware of any relevant background information, including who lives at the address (Including the potential for dangerous animals) and any safeguarding information by checking in Arbor and with the DSL if necessary.
- Ensure a risk assessment has been undertaken (See Appendix 2 example).
- If a planned visit, ensure that the visit has been arranged with the parent and that this is recorded within school.
- Have an agreed 'code word' in place with any accompanying colleagues and with school in case an emergency situation arises.

During the visit staff will:

- Wear Trust/School lanyards and be dressed appropriately acting in a professional manner at all times.
- Park in a well-lit area where you do not need to reverse when leaving.
- For a pre-arranged visit try to arrive at the agreed time and notify parents if this changes.
- Identify themselves if necessary, presenting relevant identification.
- Only enter the premises if it feels safe to do so and if asked by a responsible adult.
- If no adult with parental responsibility for the child(ren) is present the staff member(s) will return to school and attempt a visit at another time.
- If there are potentially dangerous animals in the house, the member of staff will request that they are kept in a separate room and cancel the visit if this is not possible or the request is refused.
- Behave with respect in the home; respecting the culture and customs of the family, only using areas of the property with permissions and never entering bedrooms.
- Take notes if necessary for ease of recording the visit and explain to parents that these notes will only be shared with relevant colleagues.
- Leave the property immediately (using the agreed code word with their colleague if they feel uncomfortable or at risk).
- Consider the school's Child Protection and Safeguarding Policy and Procedures at all times and call 999 if they feel the child(ren) are in immediate danger.
- If it is an EYFS visit spend time with the parent/carer as well as bringing activities to keep the child occupied if necessary.

After the visit staff will:

- Inform the school that they have left the property and share any safeguarding concerns with relevant staff members.
- Record the outcomes of the visit and any agreed actions.
- Only discuss any home visit with other staff members where relevant to do so.

### **Review and monitoring**

The Trust Safeguarding Lead is responsible for monitoring this procedure and amending it accordingly following any incidents or concerns.

This procedure will be reviewed every three years or as deemed necessary by events and/or legislation by the Trust Safeguarding Lead.



Assessor:		Date:		Activity (if training activity indicate type and aim): <b>Visits to Pupil Homes to meet Parent/ Carers</b>			Location:						
Standard of dress for activity (if relevant): <b>Secured shoes with good grip</b>				PPE required:			Other equipment used during activity: <b>Mobile telephone/ Torch for dark hours &amp; Winter</b>						
Persons exposed (please tick):		<b>Employees</b>	<input checked="" type="checkbox"/>	<b>Pupils</b>	<input type="checkbox"/>	<b>Public</b>	<input type="checkbox"/>	<b>Others</b>	<input type="checkbox"/>	<b>Expectant Mothers</b>	<input type="checkbox"/>		
<b>Hazards Identified – Guidance Note:</b> Look at the activity and identify hazard(s), <b>tick if present</b> and <b>significant</b> . If unsure, class as significant. Remember, whenever possible assessments should be carried out as a GROUP activity. The assessment should ignore trivia and every day hazards. Blank/empty boxes should be used when hazards not mentioned are present.													
<b>Physical Injury Hazards</b>				<b>Physical Agents and Hazardous Substances</b>				<b>Miscellaneous</b>					
<b>Hit by moving vehicles</b>				<input checked="" type="checkbox"/>	Hazardous substances				Display Screen Equipment				
Contact with moving part of a machine				<input type="checkbox"/>	Micro organisms				Hot work/fire hazards				
Hit by moving materials/substances i.e. water				<input type="checkbox"/>	Ionising radiation				Vibration				
Fall(s) from height				<input type="checkbox"/>	Noise				Restricted access				
Slips, trips and falls from the same level				<input type="checkbox"/>	Pressure systems				Manual handling				
Contact with/ use of live electrical equipment				<input type="checkbox"/>	Ultraviolet light				<b>Lone working</b>				<input checked="" type="checkbox"/>
Contact with cold objects				<input type="checkbox"/>	Lasers				Confined spaces				
Contact with hot objects				<input type="checkbox"/>	Flammable liquid/solids				Waste produced by activity				
Contact with sharp objects				<input type="checkbox"/>	Extremes of Temperature				Stress				

<i>Impact with objects</i>					<i>Posture</i>	
<b>Physical attack</b>	✓				<b>Animal attack</b>	✓
<i>Finger "nips"</i>					<b>Proximity of unauthorised persons</b>	✓
					<b>Features of the home visit site</b>	✓
					<b>Travel to and from the visit</b>	✓

<b>Activity/Task/ Risk From</b>	<b>Hazard</b>	<b>Person s at Risk</b>	<b>Existing Control Measures</b>	<b>S</b>	<b>L</b>	<b>R</b>	<b>Res</b>	<b>Further Control Measures required</b>	<b>Date further measures completed by</b>
<b>Transport and journey to and from the visit</b>	<ol style="list-style-type: none"> <li>Accidents involving the Staff Member whilst en-route;</li> <li>Staff member walking to meeting/ pupil home address and being hit by vehicles;</li> <li>Delayed or late return to School</li> </ol>	Staff	<ol style="list-style-type: none"> <li>Means of contact between Staff member and school i.e. mobile phones;</li> <li>Local assessment of the route to be traversed to identify safest route;</li> <li>Prior agreed return time or time out from home visit;</li> <li>Awareness of School Lone Working Risk Assessment.</li> </ol>	5	2	10	M		

<b>Medical</b>	<ol style="list-style-type: none"> <li>1. Prior medical conditions making visit <i>unadvisable</i> for staff member;</li> <li>2. Fatigue for staff due to longer school day</li> </ol>	Staff	<ol style="list-style-type: none"> <li>1. Staff reminded to inform school if a medical condition develops making meeting/ visit <i>unadvisable</i>;</li> <li>2. Staff being aware of potential for fatigue affecting driving/ judgement.</li> </ol>	3	2	6	M		
<b>Proximity of unauthorised/ unsuitable persons</b>	Unauthorised persons in proximity at meeting site/ neighbouring vicinity	Staff	<ol style="list-style-type: none"> <li>1. Staff aware of conduct/ neutral demeanour expected of them, and procedures to adopt;</li> <li>2. Postpone meeting if unauthorised persons are likely to adopt threatening behaviour to Staff members and report immediately to Headteacher;</li> <li>3. Pre meeting assess suitability of the visit off-site or whether 2 staff members should always attend meetings with these persons/ locality;</li> <li>4. Awareness of Abusive and Threatening Behaviour Risk Assessment;</li> </ol>	3	2	6	M		

			5. All Accidents/ Incidents recorded and reported on School Accident/ Incident forms.						
<b>The visit meeting site</b>	<p>1. The features of the home visit site;</p> <p>2. Potential of Animal attack</p>	Staff	<p>1. Meeting details of when/ where/ who meeting/ who also in the home/ what to be discussed are prior agreed with School Managers and details left available at School;</p> <p>2. Means of contact between Staff member and school i.e. mobile phones. Pre entry into the home it may be provident to check Mobile signal strength;</p> <p>3. Emergency procedures established i.e. if staff member does not report in at agreed time;</p> <p>4. Prior knowledge of site by inspection if necessary;</p> <p>5. Any indication of loose or aggressive animals, postpone the meeting until animals are restrained/ confined;</p>	4	2	8	M	If little or no mobile signal is available – consider rescheduling meeting at School Public premises.	

			6. All Accidents/ Incidents recorded and reported on School Accident/ Incident forms							

<b>Assessment authorised by Headteacher/School Business Manager/Departmental Head</b>				
<b>Print:</b>		<b>Signature:</b>		<b>Date:</b>
<b>RISK RATING</b>	<b>RISK LEVEL</b>	<b>MANAGERIAL ACTION</b>	<b>RISK RESULT</b>	
1 - 5	LOW	Monitor, no action normally required	A = Risk Level & Controls Acceptable	
6 - 10	MEDIUM	Attempt to improve controls so far as is reasonably practicable		
11 - 25	HIGH	Priority action to be taken to apply control measures	N = Risk Level & Controls Not Acceptable – Further Action Required	
The Risk Assessment should be reviewed where circumstances change and/or at least annually. Significant changes will require a new risk assessment. For minor changes complete the boxes below. Attach additional Assessment Review Pages as necessary.				
<b>Assessment Review</b>				
<b>Reviewed by:</b>		<b>Review date:</b>	<b>Existing risk assessment valid? (Y/N):</b>	

<b>Has the activity changed? (Y/N):</b>	<b>How:</b>	<b>New controls:</b>
<b>Have new equipment or materials been introduced? (Y/N):</b>	<b>What:</b>	<b>New controls:</b>

**APPENDIX D**  
**CODE OF CONDUCT**

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## Introduction

1.1 This Code describes the standards of conduct and behaviour expected from our staff and any staff seconded or engaged from other organisations to undertake work in this Academy. It also highlights some types of behaviour or conduct which might be considered incompatible with being an employee here. It is intended to help you by describing the standards expected of you and has been approved by the Governors following consultation with the appropriate Trade Unions. Please take time to read it and ensure your conduct meets these requirements. If you are at all uncertain about what is expected please seek further clarification from your Line Manager or the Headteacher so that you do not unwittingly contravene this Code or otherwise act against the Academy's interests.

1.2 Contravening or failing to act within the spirit of the Code or behaving in a manner which could bring the good name of the Academy into disrepute, whether or not within the workplace or working time, might be seen as a breach of discipline and could lead to action being taken against you under the appropriate procedure.

1.3 While workers who are not employees of this Academy are expected to comply with the spirit of the Code, any action that may be taken in response to a breach will depend on the precise nature of their working relationship with this Academy.

1.4 This code relates to all staff working for Pinvin C of E Academy. Teachers must be aware that there are also published *Teachers' Standards* (DfE 2012) and are advised to familiarise themselves with the requirements of these.

## Guiding principles

2.1 As an employee of this Academy, you should put the well-being, development and progress of children and young people first. You should recognise that you are in a position to influence children and young people through your slightest actions, comments or behaviour.

2.2 To the public you are a representative of the Academy. You are expected to maintain the highest standards of professional competence, knowledge, integrity, confidentiality, financial propriety and personal conduct. Contact with all members of the community, including parents and outside visitors, should be courteous, efficient and impartial to all groups and individuals. You must also familiarise yourself with and adhere to other policies in place for the Academy or in your particular role and you should comply with all reasonable requirements or instructions from the Headteacher.

2.3 It is not appropriate for you when working within your role as an employee to oppose the stated aims and policies of the Academy or to undermine the performance of its duties and responsibilities. It is important for all employees to present a unified image to the public.

2.4 You should ensure that your relationships with your fellow employees and with pupils are always conducted in a professional and courteous manner; you should not censure other colleagues or criticise their work in the hearing of a pupil or parent/carer. It is not acceptable to use sarcasm or make jokes at the expense of pupils, embarrass or humiliate pupils, or discriminate against or favour pupils. It is also not acceptable to discuss personal or sexual issues with pupils outside of agreed curriculum parameters.

2.5 It is not acceptable for you to publicly criticise or blame management, colleagues or the Academy through any medium including internet 'blogs', websites or social networking tools such as Facebook or Twitter and you must be aware that the laws governing defamation, breach of copyright, etc. apply equally to on-line as to other forms of communications. Offensive, defamatory, discriminatory or otherwise inappropriate comments will not be tolerated and may constitute a disciplinary and/or criminal offence, as could the disclosure/publication of any confidential or personal information about the Academy, its staff, pupils or other members of the community.

2.6 It is incumbent on you to ensure that you are aware of and comply with any relevant rules and instructions which pertain to your particular job, including the Teachers' Standards, Keeping Children Safe in Education, financial instructions etc. The Code cannot cover every situation but will be subject to reasonable interpretation. Any disagreement involving the interpretation or application of the Code as it applies to you should be discussed with your Line Manager or the Headteacher in the first instance. However, if you feel the Code is being applied unreasonably you may be able to seek redress through the Grievance Procedure.

## **Staff / Student Relationships**

3.1 You are expected to treat pupils with dignity and fairness, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a person in a position of trust. You should comply with safe working practices, outlined in the guidance document "Safe Working Practice for Staff Working in Education Settings (September 2015)".

3.2 You must not communicate personally with students via email, mobile phone or internet other than on school-related matters in line with school policy.

3.3 You must not arrange to meet students outside of the school day or off the school site at any time without the express permission of the Headteacher.

3.4 Any physical contact with pupils should be in accordance with any agreed school procedures, such as the intimate care policy or positive physical intervention. Any inappropriate physical contact, such as tickling, rough play, cuddling or sitting a child on your lap may be viewed as misconduct and lead to disciplinary procedures, dependant on circumstances.

## Personal interests (see also Notes 1 and 2 below)

4.1 The interests of the Academy or the way you do your job must not be influenced by personal interests or those of relatives, friends or membership of external organisations or societies. There should be no grounds for suspicion that you are using your position with or knowledge of the Academy for personal gain or that you could be influenced by improper motives. If you belong to outside organisations, including voluntary organisations, there must be no conflict with your job or other Academy interests. You should advise the Headteacher in writing about anything which could give this impression.

4.2 **For staff who have responsibility for placing orders and Academy expenditure, please see more detailed guidance in Section 20.**

## Private work

5.1 Academy premises, equipment, working time or other resources must not be used to undertake private work.

5.2 The Academy needs to be aware if its employees undertake private work or voluntary activities in their own time to ensure that there is no conflict of interests with the Academy and to meet its obligations under Health and Safety legislation. Therefore, to protect yourself and the Academy from potential criticism you should not put yourself in a position where there is an actual or perceived conflict of interests. You should be aware that outside work or activity, whether or not you receive payment, could reduce your ability to safely and effectively carry out your employment with the Academy, e.g. through tiredness, and would be considered unacceptable.

5.3 You must advise your Line Manager before engaging in any other work especially if it could reasonably be seen to conflict with your employment with the Academy or lead to misunderstanding or criticism (for example, private tutoring of students from your school).

5.4 You must not undertake private work for any individual, organisation, department or establishment which otherwise would be undertaken as part of your normal duties. Any charge raised as a result of undertaking work within another school or other establishment whilst in your normal working hours should be paid to the Academy.

5.5 You must not undertake private work when on sick leave without the express knowledge and prior written approval of the Headteacher and subject to appropriate medical advice.

5.6 You must not undertake private work for any school or establishment during a period of paid leave or suspension.

## Expressing concern about irregularities and tackling malpractice

6.1 If you feel there is something seriously wrong at work please tell an appropriate person as a 'voice of concern'. It might be, for example, the conduct of another employee, the way a contractor is behaving, a work practice, something that is endangering the safety of pupils or staff. You might be the first to notice it and your intervention could stop things getting worse.

6.2 No matter how reticent you may feel, you should raise any serious concern - e.g. a suspicion of fraud or corruption or reasonable belief that a child or adult's health, safety or well-being are in danger - with the Headteacher so that potentially serious problems or malpractice can be addressed without undue delay. If this is not appropriate, then you should contact either the Chair of Governors or HR Consultancy for Schools. If you do raise a genuine concern in good faith all reasonable steps will be taken to respect your confidence and protect you from possible reprisals (see Confidential Reporting (Whistleblowing) Policy).

6.3 The Academy takes this issue very seriously and will investigate and address any problems genuinely raised. However, any frivolous, malicious or mischievous use of the Confidential Reporting Policy will be treated as a serious disciplinary matter.

## Copyright

7.1 You should be aware that 'intellectual property' such as software, ideas, documents, etc. created during your employment belongs to the Academy. All files, materials, the media upon which they are located and all software programmes or packages which are utilised or developed solely for or in connection with your job remain the property of the Academy.

## Confidentiality

8.1 You may sometimes acquire information at work which has not been made public or is confidential. Examples include information about a pupil or family, a colleague, information on tenders or costs, the proceedings of confidential meetings.

8.2 You must ensure that sensitive and/or confidential information is properly secured and safeguarded at all times especially if being transported in paper or electronic formats. Particular care must be taken with information stored on portable electronic media such as laptops and memory devices which are often targeted for theft due to their high intrinsic value.

8.3 Confidential information which comes into your possession must not be used for personal benefit or divulged to other parties except in the proper course of duty, for example to other professionals working with the same child. If you have any doubt whether or not disclosure is appropriate, you must check with the Line Manager, DSL or Headteacher before releasing confidential information.

8.4 Some information can be extremely valuable in business and commerce and its publication loss or misuse could seriously disadvantage the Academy and its employees. Therefore, it is important that you do not, deliberately or inadvertently, pass on information, including software, during or after your employment with the Academy, to anyone who has no right to receive it. You must not discuss, disclose, publicise or use such information for your own or anyone else's personal interest or advantage.

8.5 You must decline any approaches or offers made asking for information which could be detrimental to, or help others to gain a contract, grant or any other advantage from the Academy and/or its employees, e.g. a potential contractor could offer a financial reward for information leading to the award of a major contract. Approaches or offers of this kind must be declared to the Headteacher without delay.

8.6 You must not criticise the Academy, its policies or staff in open media such as internet 'blogs', websites, social networking sites, etc. where it may be seen by parents, children or others in the community.

## Contact with the media

9.1 Unless you are properly authorised to speak with, write or give interviews to the media you should refer any enquiries from the media on work related matters to the Headteacher.

## Information Technology, Social Media and Data Protection

10.1 Everyone using computing equipment has a duty of care to use it according to prescribed arrangements, e.g. to avoid introducing computer viruses, to comply with the Data Protection Act, General Data Protection Regulations and to safeguard and ensure the security of information.

10.2 You must familiarise yourself with the Academy's ICT policies, including use of the internet. In particular, all use of the internet and email facilities must be authorised, legal, appropriate and in accordance with the provisions of the Academy's policies. Personal use of any facilities – including laptops – must be authorised and only undertaken at times deemed appropriate by the Headteacher.

**Users shall not use the internet or email for the following:**

- to knowingly break the law
- to fail to comply with existing Academy policy
- to compromise the integrity of any network of system
- to access, display or transmit any kind of sexually explicit material or any offensive or discriminatory material of any kind
- to make unauthorised contact with outside bodies
- to download software or play games
- to bet or gamble
- to disclose private or confidential information.

**Failure to comply with the policies in force or any unauthorised use of such facilities will be dealt with in accordance with relevant disciplinary procedure.**

**Employees should also take account of policies on cyber bullying.**

10.3 Employees should also be aware when they are using personal IT equipment for undertaking school related business that the same rules apply. Please refer to **[INSERT]** for a copy of the full policy on appropriate use of IT.

10.4 You must not photograph pupils using your own photographic equipment or mobile phone.

10.5 You should not use social media in any way that might bring your professional status or your school into disrepute or undermine the policies or ethos of the school. You must not share confidential information or mention specific students or members of staff on a social media site. You should not accept pupils as 'friends' or 'followers' and should not 'follow' or have any personal connections with pupils on any social media or other internet sites. If you are a 'friend' of a parent of a pupil at your school, you should be particularly careful not to share information about pupils, staff or working practices. You should ensure that full privacy settings are applied to all your social media accounts.

### **Gifts, inducements, hospitality and sponsorship** (see also Notes 1 and 2 below)

11.1 You must not accept any commission, discount, allowance, direct or indirect profit, inducement, payment, perk or benefit in connection with any professional work undertaken, other than any fee recoverable on behalf of the Academy.

11.2 Minor gifts and hospitality are sometimes part of the normal courtesies of life: the parent of a pupil may offer a modest gift, especially at Christmas or as a token of appreciation, and in an office situation simple items such as diaries and calendars are often distributed as advertising matter. As a guideline, any gift or hospitality with a value of £25.00 or more is highly unlikely to be viewed as a 'token'. With the exception of these 'tokens' and any special schemes (e.g. travel or discount schemes) arranged by the Academy, all gifts, vouchers, fees, special discounts, rewards or preferential treatment must be refused. Collection of reward card points such as Nectar and Clubcard on a personal account in respect of school or council purchases is a benefit in kind which should be reported to HMRC and subjected to deduction of Income Tax. In situations where refusal is difficult or might offend you must inform your Line Manager or Headteacher who will decide on the appropriate action.

11.3 Where an outside organisation wishes to sponsor any activity or make a donation to the Academy, the basic principles relating to personal interests and the acceptance of gifts or hospitality apply.

11.4 You must not give gifts to particular pupils other than as part of an agreed reward strategy or given to all pupils equally, with the knowledge and permission of your Line Manager or Headteacher.

## Use of Academy resources and equipment

12.1 Facilities, equipment, vehicles, materials and other resources provided by the Academy for use in your work must not be used for any other purpose without permission or appropriate payment, e.g. photocopying, private telephone calls. Mobile telephones are provided exclusively for business use and must not be used to make private calls. In this context a call 'home' to advise that you have been unavoidably delayed because of work would not be considered a private call.

## Transporting Pupils

13.1 Any school policy on transporting pupils should be adhered to at all times. Circumstances where it is appropriate to transport pupils, e.g. for sports' matches, should always take place with the full knowledge and consent of the Headteacher and the pupils' parents/carers.

13.2 Any legal requirements must be adhered to, such as ensuring the vehicle is roadworthy, business insurance is in place, seat belts are worn, car seats are used for younger children and the maximum capacity is not exceeded.

13.3 Wherever possible, there should always be at least one adult additional to the driver as an escort and children should be seated in the back of the vehicle.

13.4 It is inappropriate for adults to offer lifts to pupils outside their normal working duties, unless this has been previously arranged with the parent/carer and the Headteacher is aware of the arrangement.

## Overseas travel on official business

14.1 Any proposal to travel overseas on official business must be approved by the Governing Body before the travel takes place.

## Equality issues

15.1 All members of the community, including pupils, families and other employees have a right to be treated fairly and with dignity. You must make yourself aware of and comply with the Academy's Equality and Diversity Policies and procedures.

## Political neutrality / extremism

16.1 All staff have a responsibility to ensure that they act appropriately in terms of their behaviour, the views they express (in particular political views) and the use of school resources at all times.

16.2 You must follow the school guidance and must not allow your own personal / political opinions to influence your work. In particular, you must not behave or act in any way that undermines fundamental British Values as defined within the Counter-Terrorism and Security Act 2015 as *democracy; the rule of law; individual liberty; mutual respect; tolerance of different faiths and beliefs*.

16.3 You must not express radical or extremist views; promote or permit the voicing of views or incitement of any action in support of extremism, terrorism, radicalisation or any prohibited organisations.

## **Standards of appearance**

17.1 The Academy does not impose particular dress standards, but staff are expected to present a reasonable and professional appearance and to dress appropriately to the circumstances within their working environment, bearing in mind that you are working with children and young people. Dress should not be offensive, revealing or sexually provocative and should not display political or other contentious slogans.

17.2 Where uniform or protective clothing is issued it must be worn as required when at work or representing the Academy. When wearing uniform or other items which identify you as an employee of the Academy you must maintain appropriate standards of conduct whether or not on duty, e.g. when travelling to and from work.

## **Relatives and close personal relationships within the workplace**

18.1 In order to avoid any possible accusation of bias you should endeavour not be directly involved in the appointment, promotion, discipline or other employment decision relating to another employee to whom you are related or with whom you have a close personal relationship. If a situation arises in which you feel you may be in such a position, please seek the advice of your Line Manager or Headteacher in the first instance or Human Resources.

18.2 If you work in close proximity with other employees or pupils to whom you are related or have a close personal connection you must maintain a strictly professional relationship at work. You should also be aware that if any relationship leads to disruption in the workplace, unacceptable conduct or performance or situations involving undue favouritism or detriment, action will be taken under the appropriate procedure which could lead to you being redeployed or your contract terminated.

## **Smoke free environment**

19.1 All Academy buildings, workplaces and vehicles are smoke free areas. Since July 2007, it has been against the law to smoke in workplaces; failure to comply is a criminal offence.

## **Drugs and alcohol**

20.1 Employees must not take drugs, alcohol or any other substance before work, during a break or at lunch time that is capable of causing their behaviour, judgement or performance at work to be affected. This is particularly important for employees who drive, operate machinery, have responsibility for children or vulnerable adults and who come into contact with members of the public and/or visitors. (N.B. It is equally inappropriate for those working in close proximity to children and vulnerable adults to have alcohol on their breath even though this may not amount to drunkenness.)

## Health and Safety

21.1 Unsafe working can endanger you, your colleagues, pupils and members of the public. You must familiarise yourself with the Health and Safety Policy and guidelines for your particular work. You must follow the rules, codes and safe practices they describe including reporting any accidents, incidents or near misses you have at work. For further information, see [INSERT - e.g. school intranet].

## Essential training

22.1 You are expected to make every effort to comply with reasonable requests to attend training which is a statutory requirement or essential for your role.

## Criminal charges, cautions and convictions

23.1 You must advise your Headteacher immediately if you are charged with or cautioned or convicted of any criminal offence whilst you are an employee of the academy. While such proceedings will not necessarily affect your employment, the Headteacher needs to be sure there are no implications for the Academy, its reputation, safety of children or in relation to the role you undertake.

23.2 You must also advise your Headteacher immediately if you have been arrested or appeared in court and released on bail in circumstances where bail conditions have been applied which could have consequences for your work, e.g. you are constrained from having contact with children. If you are in any doubt about whether you should report bail conditions, especially where safeguarding could be an issue, you must discuss it with your Headteacher so that any concerns can be addressed from the outset. Failure to report such conditions would be considered as serious misconduct and could potentially lead to breach of bail.

## Specific standards for staff with responsibility for expenditure

24.1 Personal interests:

24.1.1 The interests of the Academy must not be undermined by personal interests. The way you do your job must not be influenced by personal interests or those of relatives, friends or membership of external organisations or societies. There should be no grounds for suspicion that you are using your position with or knowledge of the Academy for personal gain or that you could be influenced by improper motives. If you belong to outside organisations, including voluntary organisations, there must be no conflict with your job.

24.1.2 All orders, contracts and grants must be awarded on merit following fair competition. No favour should be shown because of personal interests and no part of the community should be discriminated against.

24.1.3 You must advise your Line Manager in writing about anything which could give the impression that you may be acting for personal gain, financial or otherwise, or in the interests of another person or organisation; or you are involved as an employee in matters which might reasonably be regarded as affecting the well-being or financial position of yourself, your spouse, partner, relative, a close friend or any person with whom you have a close association, e.g. if any of those persons

- hold an office or employment with
- have any connection or influence with
- have any financial interest in

any company or organisation doing or seeking to do business with, or requesting grants or other funding from the Academy.

24.1.4 You should avoid being involved as an employee in matters which might reasonably be regarded as affecting the well-being or financial position of yourself (or the persons, companies or organisations referred to above) so significant that it is likely to prejudice your judgment of the Academy or public interest.

24.1.5 You must advise your Line Manager of any personal dealings of a business or private nature with existing or potential suppliers, consultants or contractors who you know (or could reasonably be expected to know) to have dealings with the Academy.

24.1.6 If you engage or supervise contractors or consultants on behalf of the Academy or have any other official relationship with them you must advise your Line Manager, prior to any contractual relationship beginning or work being undertaken, if you have or intend to have any private or domestic relationship with them or any of their employees.

24.2 Gifts, inducements, hospitality and sponsorship:  
(see also Notes 1 and 2 below)

24.2.1 See information in 11.2 regarding the acceptance of gifts. As a guideline, a gift with a value of more than £25 is unlikely to be seen as only a 'token', so needs to be referred to your Line Manager or Headteacher.

24.2.2 Offers of hospitality, even if of a seemingly minor nature, must be treated with particular caution as they can leave both individuals and the Academy open to all manner of allegations of impropriety. The timing of offers of hospitality, e.g. in relation to purchasing, the award of contracts, granting of applications or other decisions, should be considered equally to the generosity of the hospitality offered. Accepting hospitality must be justified in the public interest, e.g. when there is a genuine need to represent the Academy. You must inform the Line Manager or Headteacher of an invitation or offer of hospitality before it is accepted.

### 24.3 Personal purchases:

24.3.1 You should be aware of possible conflicts of interest when you buy goods or use the services of firms which have dealings with the Academy and follow any Academy procedures relating to the disclosure of any such transactions. You should neither seek, because of your position, nor accept, because of an organisation's dealings with the Academy, preferential rates, reductions or any other favourable treatment in the purchase of goods and services. This does not apply to generally available schemes or discount schemes arranged by the Academy for all staff.

### 24.4 Procurement of goods and services and disposal of property: (see also note 2 below)

24.4.1 Procurement procedures must be strictly adhered to and you must not accept any inducement or preferential treatment if you are responsible for procuring goods or services for the Academy or disposing of surplus property.

## Conduct and Performance

25.1 Unacceptable behaviour and/or failure to maintain satisfactory standards of conduct or performance will lead to action being taken against you under the appropriate procedure. This includes specifically the failure to behave at all times in accordance with the Academy's stated values.

25.2 You must ensure you understand the requirements of this Code of Conduct, the Safe Working Practice for Staff guidance and any terms and conditions, rules, standards and requirements that apply to you and your job (see also note 2 below). Any of the examples of unacceptable behaviour listed below may be considered as misconduct or gross misconduct depending on the relevance to your role, your seniority, the seriousness of the act and particular circumstances. Those underlined normally will be considered as gross misconduct. The list is not exhaustive and other unacceptable behaviour not specifically listed nevertheless may be considered as misconduct or gross misconduct:

- (a) any form of unjustifiable discrimination, harassment, threatening or bullying behaviour, e.g. on the grounds of race, sex/gender, sexual orientation, marital status, disability, age, religion or belief; whether or not the subject of current legislation;
- (b) any physical, emotional or sexual abuse of a child or other vulnerable person
- (c) possession, displaying, viewing or downloading of offensive or extremist materials, playing or downloading games, accessing 'unacceptable' websites, e.g. websites of a sexual nature, gambling, betting or gaming, in the workplace or via any portable device, e.g. laptop, mass storage, which is the property of the Academy and has been provided in connection with the postholder's work;
- (d) undertaking private activities during working hours;

- (e) unpunctuality, misuse of time and time recording, unauthorised absence from work;
- (f) refusing to comply with reasonable orders and instructions;
- (g) deliberately causing damage to Academy property;
- (h) harming or endangering other persons or property, e.g. by contravening safety rules;
- (i) neglect of duty/lack of due care or diligence, disruptive behaviour, poor attitude;
- (j) fighting, threatening or actual violence towards, physical assault or abuse of another person whilst at work (NOTE: this does not include reasonable physical restraint necessarily carried out in the course of duty);
- (k) theft, unauthorised removal, misappropriation, improper or unauthorised use of Academy or other property, systems (including telephones, IT, email and internet), vehicles, equipment, name or other resources. This may include loss by failing to properly secure or safeguard;
- (l) failure to report criminal convictions, particularly those which may be relevant to the type of work undertaken, e.g. driving convictions where the work necessitates driving on school business, indecent assault where working with children or vulnerable adults;
- (m) fraudulent or misleading practices and/or omissions in connection with official duties, e.g. deliberately falsifying Academy documents, reports, etc.;
- (n) fraudulent or false claims for payment of salary, expenses and/or allowances, etc. or seeking financial gain by deception;
- (o) acts involving bribery or corruption;
- (p) any action for which it would be appropriate for the Academy as an employer to take legal proceedings (irrespective of whether such proceedings are taken);
- (q) sexual misconduct at work;
- (r) wilfully breaching any Academy policy or procedure;
- (s) drunkenness, being unable to carry out duties through the influence of any substances including drugs, whether or not prescribed, and alcohol, or for any other avoidable reason. (N.B. It is equally inappropriate for those hosting visitors or working in close proximity to children and vulnerable adults to have alcohol on their breath even though this may not amount to drunkenness.);

- (t) possession, buying or selling of weapons, illegal substances or materials at work;
- (u) any breach of trust or security in respect of information or procedures;
- (v) obtaining or attempting to obtain access to any information (including information held or stored by electronic means) to which the employee is not entitled;
- (w) any action which may bring the good name of the Academy into disrepute;
- (x) as an employee, public opposition to the stated aims and policies of the Academy, criticism or blame of Academy management or colleagues, through any medium including on-line, such internet 'blogs', websites, social networking sites, etc.;
- (y) any action unconnected with work which brings in to question your suitability as an employee of the Academy;
- (z) failing to report serious misconduct, aiding or inciting another employee to undertake any of the above actions or other act of wrongdoing.

**Note 1:**

**Personal interests as set out in paragraph 4 (e.g. in contracts/procurement), other potential conflicts of interest and any offer of gifts and/or hospitality as set out in paragraph 11 or paragraph 24, other than of a minor 'token' nature, are to be notified in writing to your Headteacher.**

**Note 2:**

**Under the Bribery Act 2010 it is a criminal offence if a person fails to prevent bribery, bribes another person with the intention of obtaining or retaining a business or a business advantage, or receives a bribe, whether or not unwittingly.**

## Appendix F

### SHIELD – Staff Safeguarding Poster









The poster is titled 'SHIELD – Staff Safeguarding Poster' and is enclosed in a gold border. It features six blue shields, each containing a white letter (S, H, I, E, L, D) and a small tree icon. To the right of each shield is a bold heading followed by a descriptive paragraph. A large, faint tree graphic is visible in the background of the poster.

- S** **Spot the signs of harm or risk**  
Be vigilant and proactive in identifying concerns, including physical, emotional, sexual abuse, neglect, or radicalisation.
- H** **Hear and record disclosures accurately**  
Listen carefully, take concerns seriously, and document factually and promptly.
- I** **Inform the right people**  
Share concerns with appropriate agencies or professionals, following your setting's safeguarding procedures.
- E** **Engage with multi-agency partners**  
Collaborate with social care, police, health, and other services to ensure a coordinated response.
- L** **Lead safeguarding culture**  
Promote a safe environment, support staff, and ensure policies and training are up to date.
- D** **Document and review actions**  
Keep clear, secure records and regularly review safeguarding practices and outcomes.

## Appendix G

### ALERT – Enhanced DSL Response Acronym

	<p><b><u>Acknowledge</u></b>          Take every concern seriously.          Follow the principle from KCSIE: “All staff should be aware that children may not feel ready or know how to tell someone.”          Be calm, non-judgmental and reassuring.</p>
	<p><b><u>Log</u></b>          Record the concern factually and securely.          Use your setting’s safeguarding system.          Refer to Worcestershire’s guidance to determine the Level of Need (e.g. Universal, Early Help, Targeted, Specialist).</p>
	<p><b><u>Evaluate</u></b>          Assess the risk using KCSIE’s indicators of abuse and neglect.          Consider online risks, peer-on-peer abuse, and contextual safeguarding.          Use Worcestershire’s thresholds to guide next steps.</p>
	<p><b><u>Refer</u></b>          Refer to Children’s Services if the concern meets statutory thresholds.          Use Early Help pathways if appropriate.          Follow KCSIE’s guidance on whistleblowing, allegations against staff, and low-level concerns.</p>
	 <p><b><u>Track</u></b>          Monitor the child’s situation and wellbeing.          Ensure actions are followed up.          Keep records updated and review outcomes regularly.</p>

