



# Safeguarding Policy 2025 (Template)

## Squirrel Hayes First School

This policy is available on our website and is available on request. We inform parents and carers about this policy when their child(ren) join our setting.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance.

### [Keeping Children Safe in Education 2025](#)

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on **21.10.2025** It is due for review in **October 2026**.

Signature *E J Pickford*

Headteacher

Date:21.10.2025

Signature *J Robertson*

Chair of Governors

Date:21.10.2025

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This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

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## Key Safeguarding Contacts

Role in school	Name
Headteacher	Mrs Erica Pickford
Designated Safeguarding Lead (DSL)	Mrs Erica Pickford
Deputy Designated Safeguarding Lead (DDSL)	Mrs Linda Oakes Mrs Rebecca Percival
Nominated Governor for Safeguarding	Mr Richard Stephenson-Evans
Chair of Governors	Mr Jamie Robertson
Designated teacher for Looked After Children	Mrs Erica Pickford
Prevent Lead	Mrs Erica Pickford
Mental Health Lead	Mrs Helen Johnson-Allen
PHSE Lead	Mrs Helen Johnson-Allen

## **1. Purpose and aims**

The purpose of our Safeguarding policy at Squirrel Hayes First School is to ensure that we:

- **Are committed** to developing a robust safeguarding culture of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Establish a safe environment** in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable pupils** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with children by ensuring we practice safe recruitment in checking the suitability of **all** school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

**Our aim** is to follow the procedures set out by Staffordshire Safeguarding Children's Board, [Working Together to Safeguard Children 2023](#) and [Keeping Children Safe in Education 2025](#) by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is evident.
- **Everyone** who comes into contact with children and their families has a role to play.
- **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
- By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.
- **No single practitioner** can have the full picture of a child's needs and circumstances.
- If children and families are to receive the **right help at the right time, everyone** who comes into contact with children and their

families has a role to play in identifying concerns, sharing information and taking prompt action.

- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, sexting, child-on-child abuse as well as 'abuse outside the home' (County Lines, Child Criminal Exploitation incl Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Undertaking the role to enable children and young people at our school to have **best outcomes**.
- Ensuring that we have awareness of our staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our practice.

At Squirrel Hayes First School our role is to:

- **Provide** help and support to meet the needs of children as soon as problems emerge
- **Protect** children from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our children's mental and physical health or development.
- **Ensure** that our children grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the best outcomes.

This policy provides guidance to **all** adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents [Keeping Children Safe in Education 2025](#) and [Working Together to Safeguard Children 2023](#)

- This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our setting/school/college.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.

- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school/college. Our policy applies to **all** staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the [KCSiE 2025](#) guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of [Keeping Children Safe in Education 2025](#).
- The school follows the Staffordshire Safeguarding Children's [Partnership](#) policies and procedures. [StaffsSCP](#)

## **2. Our ethos and culture at Squirrel Hayes First School**

At Squirrel Hayes First School we are a highly inclusive and as such value every individual. We are a child centred school and make all efforts possible to capture the voice of the child and to try and understand what their daily lived experiences are like. At Squirrel Hayes First School 'everyone and every child matters' and as such we pride ourselves on personalising the learning experiences for each child in response to their individual needs.

At Squirrel Hayes First School, our children's welfare is of paramount importance to us, and we are a child centred setting. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. [This includes understanding that the child's presenting behaviours and observations by staff also form part of the child's voice.](#)

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

This does not prevent ALL staff from [using](#) professional curiosity and speaking to the DSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children, and we maintain a professional attitude of **'it could happen here'** where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused, neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

**All** staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In KCSiE 2025 guidance, reference is made to alleged perpetrator and perpetrator, however we will try to avoid using these terms and instead we will refer to children and young people who have 'displayed' or 'instigated' particular behaviours. We will ensure that **all** children involved receive support.

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate, [this could take the form of clinical supervision. Education Support helpline - free and confidential emotional support for teachers and education staff](#)

### **3. Legislation, guidance and links to other school policies**

This policy has been devised with due regard for the statutory guidance from the DfE [Keeping Children Safe in Education 2025](#) (KCSiE) and this document is read alongside:

- [Working Together to Safeguard Children 2023](#)
- [Staffordshire Safeguarding Children Partnership Procedures](#)
- [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)
- [Behaviour in Schools - Advice for headteachers and school staff](#)
- Other Safeguarding linked policies can be found on our Safeguarding Website  
[page:https://www.squirrelhayes.staffs.sch.uk/page/?title=Policies%3A+Safeguarding&pid=](https://www.squirrelhayes.staffs.sch.uk/page/?title=Policies%3A+Safeguarding&pid=)

### **4. The role of all staff in keeping children safe**

**All** staff have read and have a good understanding of **at least part 1** of [Keeping Children Safe in Education 2025](#) and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 142 for further information and [Filtering and Monitoring standards](#)). This training takes place at induction and is regularly updated. In addition, **all** staff receive safeguarding and child protection (including online safety) updates as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

At Squirrel Hayes First School staff receive regular updates and mini bite-sized training sessions during staff meetings, briefings and through e-mails. Annual safeguarding audits inform a training schedule for each academic year for Safeguarding issues. These training sessions are delivered as both mini bite-sized sessions during weekly staff meetings or through stand-alone training sessions as part of the schools CPD schedule.

Safeguarding and Health and Safety are set agenda items at every weekly staff meeting. During meetings staff receive updates and are also directed to further CPD opportunities through the SLN mini briefings, NSPCC website and the National College. Completed CPD is recorded for each member of staff and feedback discussed at subsequent staff meetings.

**All** staff know who the DSL/DDSL is and understand that as well as being the expert in this field, they are there to support staff, volunteers, and the Governing body.

**All** staff are aware of their responsibility to provide a safe environment in which children can learn.

**All** staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of our setting, inside and outside of home and online [including contextualised safeguarding](#). Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse, neglect and exploitation, to identify cases of children who may need our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**All** staff, but especially the DSL/DDSL, consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

**All** staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want

to receive such content. [This includes AI generated child sexual abuse material.](#)

## Guidance

### [AI Guidance](#)

**All** staff are also mindful that disinformation, misinformation and conspiracy theories can be an online safety risk/concern.

**All** staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. [They are aware of their statutory reporting responsibilities and duty in relation to FGM.](#)

**All** staff know how to reassure [children](#) that they are being taken seriously and that they will be supported and kept safe. A [child](#) should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a [child](#) ever be made to feel ashamed for making a report.

**All** staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

**All** staff are aware of how to make a referral to children's social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.

**All** staff understand their responsibility to report concerns about the behaviour of any adult in our [setting](#) and know that they will be listened to and taken seriously.

**All** staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. [This means](#)

escalating internally if outcomes are not improving for children or externally using the [SSCP Escalation Policy](#). Staff are also aware of the [Whistleblowing Advice Line | NSPCC](#) which is displayed in the staffroom.

## **5. Roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s)(DDSL)**

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping Children Safe in Education 2025](#).

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working Together to Safeguard Children 2023](#).

This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively. The DSL attends the Education Safeguarding DSL briefings termly and meets regularly with the DDSL's for 'Supervision' and case discussion and review. Time is allocated each week by the DSL to read updates/guidance and communicate with key agencies regarding current safeguarding casework in school.

Our DSL takes the **lead responsibility** for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place, [including requirements relating to the safe use and filtering of generative AI](#)), and this is explicit in their job description. The school uses a fully monitored system 'Securus' to ensure that robust monitoring is undertaken when anyone is using online platforms. Monthly reports are produced which are analysed by the Safeguarding Team and used to inform decision making around online safety.

Guidance:

[Filtering and monitoring standards for schools and colleges](#)

[Generative AI expectations](#)

[Plan technology for your setting](#)

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. [We will take appropriate action to meet the Cyber security standards for schools and colleges in order to improve our resilience to cyber-attacks.](#)

Guidance:

[Cyber security standards for schools and colleges](#)

[Cyber Security Training for School staff](#)

[NEN](#) –

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL, the DDSL(s) will take a lead on safeguarding with clear direction from the Senior Leadership Team. For out of hours matters the DSL is to be contacted by mobile and/or e-mail. Where attendance at meetings during out of hours is not possible, a report will be sent by the DSL or DDSL to contribute educational information and input.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

Our DSL maintains robust systems to monitor and record training of **all** staff. Update and refresher time scales are evident within the training record. Training is delivered in-line with [StaffsSCP](#) and [KCSIE 2025](#). This will include bulletins, briefings, and inset day training as well as external events attended.

Staff receive weekly safeguarding updates during staff meetings. Materials and information shared is also e-mailed out to all staff. Safeguarding also forms part of the school's annual CPD schedule with bespoke Safeguarding training planned which is informed by local contextual issues, staff safeguarding audits and LA or SCB updates.

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any non-compliance shared with Senior Leadership Team/Governing body.

The DSL monitors the electronic 'My Concern' case management systems to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the [Data Protection Act 2018](#) and General Data Protection.

The safeguarding and child protection records are kept in a secure location and away from academic records. There is a robust process of the transfer, both in and out, of these records and the clear recording of this.

When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file, if there is one, to the EHE Team ([electivehomeeducation@staffordshire.gov.uk](mailto:electivehomeeducation@staffordshire.gov.uk)) within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular case supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate.

The DSL/DDSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, **MUST** complete the Education Report prior to the Conference.

Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for [these children including](#) supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make.

The DSL has a good understanding of the community the school serves, the risks and its resilience. The school works closely in partnership with a number of external partners such as the Mental Health Support Team, PCSO's, Harm Reduction Hubs and Locality Teams. Contextual issues and highlighted local 'themes' are discussed and planned for through partnership working.

## **6. Our Governing Body**

The Chair of Governors has attended training for dealing with safeguarding concerns or allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors. They have read and understand Part 4 of KCSiE relating to allegations that either meet (Section 1) or do not meet the harm threshold (Section 2 low-level concerns).

At Squirrel Hayes First School our Governing Body have a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that we comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and always comply with the law. See Part 2 [Keeping Children Safe in Education 2025](#). The Headteacher ensures that the policies and procedures, adopted by the governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

The Governing Body ensure that all staff, including governors and trustees, receive appropriate safeguarding and child protection training (including

online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.

This training will equip governors and trustees with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding and this training is regularly updated.

In considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our Governing Body will ensure that our school has appropriate filters and monitoring systems in place. They 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.

The Governing body will review the following standards and discuss with IT staff and service providers what more needs to be done to support our setting in meeting this standard:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

Guidance:

[Filtering and monitoring standards for schools and colleges](#)

The Governing Body are also aware of their responsibility to ensure that there is the appropriate level of security protection procedures are in place in order to safeguard systems, staff and learners and that there is the need to review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. [The Governing Body will ensure that appropriate action is taken to meet the Cyber security standards for schools and colleges to improve the resilience to cyber-attacks.](#)

Guidance:

[Cyber security standards for schools and colleges](#)

[Cyber Security Training for School staff](#)

[NEN](#) –

The Governing body and proprietors are aware of their obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#), (including the [Technical Guidance on the Public Sector Equality Duty](#)), and local multi-agency safeguarding arrangements. Further guidance is found in [Keeping Children Safe in Education 2025](#) & [Equality Act 2010-Advice for schools](#)

The Governing body facilitate a whole school approach to safeguarding involving everyone in school, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development. These systems, processes and policies operate with the **best interests** of our children at the heart of what we do.

The Governing body has appointed the Designated Safeguarding Lead (DSL) who takes **lead responsibility** for safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). This is explicit in their job description, and they ensure that the DSL understands their responsibility in leading safeguarding across the school. They also ensure that the DSL is given additional time, funding, training, resources, and support needed to carry out the role effectively. See Annex C [Keeping Children Safe in Education 2025](#)

The Governing Body has also identified a Deputy Designated Safeguarding Lead(s)(DDSL), who are trained to the same safeguarding standard as the DSL.

The Governing body and proprietors ensure that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

## Resources

- [Teaching about relationships, sex and health](#)
- Annex B KCSiE incl [Harmful online challenges and online hoaxes](#)

The Governing Body will ensure compliance with the completion of the Section 175/157 Safeguarding audit return, via the Phew electronic system, to the Local Authority and that any areas of concern in safeguarding are identified and a safeguarding action plan is developed. This is in line with the [SSCP-Safeguarding Partnerships Arrangements](#)

They also ensure that the school contributes to inter-agency practice in line with [Working Together to Safeguard Children 2023](#).

The Governing Body ensure that those involved with the recruitment and employment of staff to work with children have received safer recruitment training and are compliant with safer recruitment procedures. This includes the requirement for appropriate checks to be carried out in line with national guidance. When candidates have been shortlisted, they will be made aware that online searches will be carried out.

- Part 3 Safer Recruitment [Keeping Children Safe in Education 2025](#)

Our Governing Body/Headteacher have ensured that there is a current whistleblowing policy and staff are aware of this policy and understand its content. We have a culture where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistleblowing procedures which are available on the school website.

Further guidance on [whistleblowing](#) is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

When the Governing Body hire/rent out school or college facilities/premises to organisations or individuals (e.g. community groups, sports associations, and service providers to run community or extra-curricular activities), they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body, under the direct supervision or management of their school, their arrangements for child protection will apply. However, where services or activities are provided separately by another body, this is not necessarily the case.

The governing body will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed) and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll/attend college.

The Governing Body will ensure that safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Lettings will not be made to persons under the age of 18, or to any organisation or group with an unlawful or extremist background.

Guidance: -

[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

### **The Designated Teacher**

The Governing body have appointed a [Designated Teacher](#) (DT) who works with the local authority to promote the educational achievement of registered pupils in our setting, who are looked after. Our Designated Teacher works across the school to promote and improve educational outcomes for children in care using evidence-based interventions.

Our designated teacher also has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care, outside of England and Wales. They are appropriately trained and have the relevant qualifications and experience.

The Designated Teacher works closely with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus funding, to ensure that they meet the needs identified in the child's personal education plan (PEP). They work with the Virtual School Headteacher to promote the educational achievement of previously looked after children.

The Designated Teacher has the details of the Local Authority Personal Advisor who has been appointed to guide and support the care leaver and liaises as necessary regarding any issues of concern affecting the care leaver.

At Squirrel Hayes First School we are attachment aware, and trauma informed and take a relational based approach to supporting our most vulnerable children and will work restoratively with children to improve their outcomes.

We are aware of the additional duties of the virtual school headteacher extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. We understand the role that we play in improving outcomes for children with a social worker.

[Virtual Headteacher Role-Children with a social worker](#)

## **7. Working with parents/carers.**

At Squirrel Hayes First School we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area.

When new pupils join our setting, parents/carers will be informed that we have a safeguarding policy [and that we are an Operation Encompass setting](#). A copy [of this policy](#) will be provided to parents on request and is available on the website. Parents/carers will be informed of our legal duty to assist our safeguarding colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to the relevant local authority or other agencies.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.

We will seek to share with parents/carers any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL from making a referral to the local authority in those circumstances and where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above).
- Emergency contact details (if different from above) and **at least 2 contacts.**
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, Child Arrangement Orders.

The school will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission, and the school has been supplied with the adult's full details in writing.

We recognise that we are likely to be in regular contact with parents and carers. We will use these communications to reinforce the importance of children being safe online and parents/carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school (if anyone) their child is going to be interacting with online.

At Squirrel Hayes First School we update parents about safeguarding through newsletters/e-mails/ website/notice board an in reception

## 8. [Early Help](#)

Any child may benefit from earliest or early help, but **all** staff are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan); [KCSiE 2025 re additional information/guidance for children with SEND](#)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug or alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol or other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

The DSL ensures that **all** staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, 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.

The DSL/DDSL will consider how the needs of different family members impact each other. This includes needs relating to education, mental and physical health, financial stability, housing, substance use and crime. We will also consider specific needs such as disabilities, those whose first language is not English, fathers or male carers, and parents who identify as LGBTQ.

Guidance documents can be accessed [via](#) the following links:

[SSCP Early Help](#)

[SSCP Threshold Framework](#)

## **9. What happens if a referral is deemed necessary to escalate beyond early help.**

### **Child in Need (Section 17)**

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with parents/child and obtain their consent for a referral to [local/appropriate authority children's social care](#) to request an assessment. If parents refuse to consent, but the child's needs are [still](#) not being met, the DSL [may feel that a referral is still appropriate and will discuss these concerns with the local authority children's social care.](#) Appropriate staff will attend Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require Section 17 services.

### **Child Protection (Section 47)**

If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they make enquires under Section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under S44 of the Children Act 1989) or in police protective custody (under S46 of the Children Act 1989).

Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved and will work in an open, honest, and transparent way with any parent whose child has been referred to or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare

of all children, and our aim is to achieve this in partnership with our parents/carers wherever possible.

## **10. Escalation process**

Staffordshire Safeguarding Children [Partnership](#) expects staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work.

This process will be kept as simple as possible, and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and their outcomes are not improving, we will escalate our concerns in line with the [SSCP Escalation Policy](#)

Where local authority children's social care has concluded that an Initial Child Protection Conference (ICPC) is **not** required but professionals in other agencies remain seriously concerned about the safety of a child, these professionals should seek further discussion with the local authority children's social worker, their manager and/or the designated safeguarding professional lead. The concerns, discussion and any agreements made should be recorded in each agency's files.

If concerns remain, the professional should discuss with their designated lead person or senior manager in their agency. If concerns remain professionals may formally request that local authority children's social care convene an ICPC.

Local authority children's social care should convene a conference where one or more professionals, supported by a senior manager/named or designated professional requests one. If disagreement continues, Staffordshire Safeguarding Children's Partnership's escalation procedures should be followed.

## **11. A safer school culture**

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

## Safer Recruitment and Selection

At Squirrel Hayes First School we pay full regard to 'Keeping Children Safe in Education 2025'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record.

'Before commencing the recruitment process for Headteacher, the CoG **must** email the Local Authority via [schoolsreturns@staffordshire.gov.uk](mailto:schoolsreturns@staffordshire.gov.uk).

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

### Guidance

- [Application process for criminal records checks overseas](#)
- [Regulated professions database](#)

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

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks have been carried out); or,

- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. Relevant staff have undertaken appropriate training in Safer Recruitment.

One of the trained safer recruitment staff will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member(s) of the Governing Body has received Safer Recruitment training.

## Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

- The Safeguarding policy
- The Behaviour policy
- [The staff code of conduct policy](#)
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).
- At least part one of [KCSIE 2025](#).

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. [Consideration should be given to:](#)

- [Informing another member of staff of their whereabouts in school, who they are with and for how long.](#)
- [Doors having a clear glass panel in them and where possible be left open.](#)
- [No volunteers and parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.](#)

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

### **Use of reasonable force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available [DfE Advice Template](#)

When using reasonable force in response to risks presented by incidents involving children, including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

By planning positive and proactive behaviour support, for instance by drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force. [All of these incidents will be appropriately recorded.](#)

## **12. Keeping Children Safe in Education 2025 - Specific Safeguarding issues.**

**All** staff have an awareness of the following safeguarding issues through regular training and briefings. Staff are aware that these behaviours can make children vulnerable and put them in danger and that often these issues overlap. Please read and refer to Appendix 2 for additional information and guidance on the below topics.

- Abuse (incl. Physical/Emotional/Sexual/Neglect)
- Behaviours linked to safeguarding issues
- Bullying including cyberbullying
- Child on child abuse (inc sexual violence and sexual harassment/sexting/harmful sexual behaviour-sharing of nude/semi-nude images & upskirting)
- Children and the court system (5-11yrs & 12-17yrs)
- Children missing from education
- Children who are absent from education
- Child missing from home or care
- Child Criminal Exploitation (CCE)
- Child sexual exploitation (CSE)
- County Lines
- Domestic abuse
- Drugs
- Fabricated or induced illness and Perplexing Presentations
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Online safety
- Private fostering
- Preventing radicalisation
- Prevent Duty and Channel
- Serious violence
- Trafficking

For further information, advice and guidance see Annex 2 of this document.

### **13. Children potentially at greater risk of harm**

All children should be protected however our staff and Governing Body recognise that some groups of children are potentially at greater risk of harm than others. This list is not exhaustive but highlights some of these groups:

- Children who need a social worker (Child in Need & Child Protection)
- Children who are absent from education

- [Children who are Elective Home Educated \(EHE\)](#)
- Children requiring mental health support
- Looked after children ([LAC](#)), previously looked after children ([PLAC](#)) and care leavers.
- Children with special educational needs & disabilities or health [needs](#).
- Children who are lesbian, gay, bisexual or gender questioning (LGB or gender questioning)
- [Children who are young carers](#)
- [Children who are affected by parental conflict and/or domestic abuse](#)
- [Children who are refugees or asylum seekers](#)
- [Children vulnerable to/at risk of/involved in CSE/CCE](#)

We support these groups by having:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

### Alternative Provision

At Squirrel Hayes First School we know that the cohort of pupils in our provision often have complex needs, our Governing bodies/proprietors are aware of this additional risk of harm that our pupils may be vulnerable to.

The DfE Guidance clarifies that when a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, [including knowing where the child will be based during school hours](#). We will ensure that regular reviews of the provision

take place frequently (at least half termly) to ensure the placement continues to be safe and meets the child's needs.

Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

At Squirrel Hayes First School we currently have an 'in-house' Alternative provision available for learners with complex needs on school site in the afternoons.

- [Alternative Provision-DfE Statutory Guidance](#)
- [Education for children with health needs who cannot attend school-DfE Statutory Guidance](#)

#### **14. Educational visitors to school**

For educational visitors who are attending our setting in a professional capacity we will check ID and assure ourselves, if appropriate, that the visitor has had the appropriate DBS check. (or the visitor's employers have confirmed that their staff have appropriate checks).

We recognise that external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, we will carefully consider the suitability of any external organisations. We will ensure that where individuals come onto our premises that we consider the following: -

- assessing the education value,
- the age appropriateness of what is going to be delivered and
- whether relevant checks will be required.

This will form part of the risk assessment including our professional judgement and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.

- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in [KCSIE 2025](#).
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

### **15. Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors**

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at our school. We take all possible steps to safeguard our children and to ensure that the adults who work at Squirrel Hayes First School are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors:

- Allegations that **may** meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as ‘**low level concerns**’.

#### **Allegations that may meet the harms threshold**

We have an good understanding and give due regard to Part 4 of [Keeping Children Safe in Education 2025](#) guidance and [Allegations of Abuse - SSCP](#) where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

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

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school or college is where the alleged abuse took place.

If an allegation is made or information is received about an adult who works at our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the sole proprietor of the independent school, then this needs to be raised with the Designated Officer. Should an allegation be made against the Head teacher, this will be reported to the Chair of the Governing Body. If neither the Headteacher nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors. The Headteacher or Chair of Governors will seek advice from the Local Authority Designated Officer (LADO) within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO. (Moved this paragraph)

Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police. If we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Referrals to LADO in Staffordshire are made via the [LADO Referral form](#)

## Learning lessons

It is important that lessons are learnt when managing all levels and types of allegations.

The headteacher/case manager at Squirrel Hayes First School will review the circumstances of all substantiated cases with Staffordshire's LADO to determine whether improvements can be made to the school's or college's procedures to help prevent similar events in the future. This will be done throughout the entirety of the process and at conclusion.

Lessons will also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager will consider how future investigations of a similar nature could be carried out without suspending the individual.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the headteacher/case manager (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'

At Squirrel Hayes First School we promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our school are clear about professional boundaries and act within them in accordance with our ethos and values.

What is a low-level concern?

Low level does not mean that the concern is insignificant. It is any concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the school 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;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

All staff have a good understanding of what constitutes a low-level concern, and our governing body ensure that these low-level concerns are included as part of our staff code of conduct and safeguarding policies.

### Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors and contact knows to contact the LADO [via the LADO referral form](#).

The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as

soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

## **16. Information sharing**

We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with [Working Together to Safeguard Children 2023](#) & [Information sharing advice for safeguarding practitioners](#)

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, our Governing body recognise the importance of information sharing between practitioners and local agencies. This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

We are proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Our Governing body are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Our Governing body ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

Where children leave our [setting](#), the DSL will ensure that any relevant Safeguarding file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the safeguarding file, our DSL will also consider if it would be appropriate to share any information with the new school/college in advance of the child leaving. For example, information that would allow the new setting to continue supporting **children** and have that support in place for when the child arrives.

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

Guidance documents:

- [Data protection in schools-GOV.UK](https://www.gov.uk/data-protection-in-schools)

## **17) Managing complaints**

In line with our school ethos and culture, we encourage children and parents/carers to talk to us if they are unhappy with anything to do with **our setting**. We have a robust internal investigation process.

Our complaints policy states clearly the various stages of complaint and where to escalate concerns following completion and outcome of our complaints process. Our complaints policy is available on our website for parents/carers and is also available on request.

Safeguarding concerns should be raised with school immediately. If a concern means a child is at immediate risk, **we will contact the local authority children's social care based on where the child resides**. All visitors are given safeguarding information which outlines how to share concerns and code of conduct expected by visitors/contractors.

## **18. Site Security**

At Squirrel Hayes First School we **understand the importance of site security** which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on our site must adhere to the rules which govern it.

- Gates are kept closed during the school day; visitors gain access through the main entrance.

- The main entrance driveway and pedestrian gates are controlled electronically. Access is controlled through the intercom system at the entrance, by issue of a security fob for staff members or via a security code issued for specified deliveries.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and visitors attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. A password system is in operation when children are being collected by school by an unfamiliar adult.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

### Guidance

- [School and college security - GOV.UK](#)

## **19) Early years foundation**

The [Early years foundation stage \(EYFS\) statutory framework](#) is mandatory for all early years' providers within maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register. Every child deserves the best possible start in life and the support that

enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

For our staff who work in childcare provision or who are directly concerned with the management of such provision, the [setting](#) needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Child Care (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found the following document (2<sup>nd</sup> bullet point within the document).

Guidance documents:

- [Early years foundation stage \(EYFS\) statutory framework](#)

We ensure that at least one person [with](#) a current paediatric first aid certificate, must always be on the premises and available when children are present and must accompany children on outings.



## **Safeguarding Induction Sheet for new or regular visitors or volunteers. supply staff and**

### **Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Leads:-

Designated Safeguarding Lead: Mrs Erica Pickford or

Deputy Designated Safeguarding Lead: Mrs Linda Oakes.

Deputy Designated Safeguarding Lead: Mrs Rebecca Percival

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern using 'My Concern' online-recording and reporting system.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an

allegation is made about the Head teacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer [via the LADO Referral form](#)

The people you should talk to in school are:

Designated Safeguarding Lead: Mrs E. J. Pickford  
 Location of office: Next to the Main Reception Office  
 Contact Number: 01782 973826

Deputy Designated Safeguarding Lead: Mrs L. Oakes  
 Location of office: medical Room off the library area.  
 Contact Number: 01782 973828

Deputy Designated Safeguarding Lead: Mrs R. Percival  
 Location of Classroom (mobile on school playground)

Chair of Governing Body: Mr Jamie Robertson  
 Contact Number: Ring the school office to make contact 01782 973820

### Safeguarding Induction Checklist

**Name:**

**Date:**

	<b><u>Criteria</u></b>	<b><u>Comments</u></b>	<b><u>Signature</u></b>
<b>DAY 1</b>	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		

	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Policy		
	Behaviour Policy		
	Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
	Asbestos		
<b>WEEK 1</b>	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding-Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		

	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	<p><b>Policies to read:</b></p> <ul style="list-style-type: none"> <li>• Safeguarding Procedures</li> <li>• Preventing Extremism &amp; Radicalisation Policy</li> <li>• Safeguarding Policy</li> <li>• Health &amp; Safety Procedures &amp; Policy Overview</li> <li>• Social Networking Code of Practice</li> <li>• Acceptable Use of Mobile Phones &amp; Cameras Policy</li> <li>• Behaviour Policy</li> <li>• Equality Policy</li> <li>• SEN Policy</li> <li>• Image &amp; Photography Policy</li> <li>• ICT – e-safety Policy</li> <li>• Information Security Policy</li> <li>• Literacy Policy</li> <li>• Managing Attendance at Work Policy</li> <li>• Numeracy Policy</li> <li>• Physical Education Policy</li> <li>• Marking &amp; Feedback Policy</li> </ul>		

	<ul style="list-style-type: none"> <li>• Educational Visits</li> </ul>		
	<ul style="list-style-type: none"> <li>• Curriculum Outline</li> </ul>		
	<ul style="list-style-type: none"> <li>• Whistleblowing Policy</li> </ul>		
	<ul style="list-style-type: none"> <li>• Appraisal/Performance Management Policy</li> </ul>		
	<ul style="list-style-type: none"> <li>• Staff Code of Conduct</li> </ul>		
	<ul style="list-style-type: none"> <li>• Risk Assessments (General &amp; Individual)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Keeping Children Safe in Education Part 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• Online Safety</li> </ul>		
	<ul style="list-style-type: none"> <li>• Fire &amp; Site Security</li> </ul>		
	<ul style="list-style-type: none"> <li>• Supporting learners with medical conditions</li> </ul>		
	<ul style="list-style-type: none"> <li>• Children missing in education</li> </ul>		
	<ul style="list-style-type: none"> <li>• Lone working</li> </ul>		
	<ul style="list-style-type: none"> <li>• Child on child Abuse Policy</li> </ul>		
	<ul style="list-style-type: none"> <li>• Asbestos Factsheet</li> </ul>		
<b>WEEK 2</b>	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified

## Appendix 1

### Definitions and Indicators of Abuse

1. **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing, and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger.
- Stealing, scavenging and/or hoarding food.
- Frequent tiredness or listlessness.
- Frequently dirty or unkempt.
- Often poorly or inappropriately **dressed** for the weather.
- Poor school attendance or often late for school.
- **Not being brought to school**
- Poor concentration.
- Affection or attention seeking behaviour.
- Illnesses or injuries that are left untreated.
- **Not being taken to medical appointments**
- Failure to achieve developmental milestones, for example growth, weight.
- Failure to develop intellectually or socially.

- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape.
- Bruises that carry an imprint, such as a hand or a belt.
- Bite marks.
- Round burn marks.
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders, or buttocks.
- An injury that is not consistent with the account given.
- Changing or different accounts of how an injury occurred.
- Bald patches.
- Symptoms of drug or alcohol intoxication or poisoning.
- Unaccountable covering of limbs, even in hot weather.
- Fear of going home or parents being contacted.
- Fear of medical help.
- Fear of changing for PE.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying; or
- Isolation from peers.

**3. Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether **or not** the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be signs and indicators of child sexual abuse (this is not designed to be used as a checklist but if we suspect that a child is a victim of child sexual abuse, we will refer to and/or use the resources on the [CSA Centre](#)

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Anal or vaginal discharge, soreness, or scratching.
- Reluctance to go home.
- Inability to concentrate, tiredness.
- Refusal to communicate.
- Thrush, persistent complaints of stomach disorders or pains.
- Eating disorders, for example anorexia nervosa and bulimia.
- Attention seeking behaviour, self-mutilation, substance abuse.
- Aggressive behaviour including sexual harassment or molestation.
- Unusual compliance.
- Regressive behaviour, enuresis, soiling.
- Frequent or open masturbation, touching others inappropriately.
- Depression, withdrawal, isolation from peer group.
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

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

danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Sudden speech or sensory disorders.
- Inappropriate emotional responses, fantasies.
- Neurotic behaviour: rocking, banging head, regression, tics and twitches.
- Self-harming, drug, or solvent abuse.
- Fear of parents being contacted.
- Running away.
- Compulsive stealing.
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

### **Parental response**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain, or loss of function (e.g. a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.

- Parents request removal of the child from home; or
- Violence between adults in the household.
- Evidence of coercion and control.

**Disabled Children**-When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child.
- Not getting enough help with feeding leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified and/or excessive use of restraint.
- Rough handling, extreme behaviour modification such as deprivation of medication, food, or clothing, disabling wheelchair batteries.
- Unwillingness to try to learn a child's means of communication.
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting.
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## Appendix 2

### **Specific safeguarding issues**

#### **Behaviours linked to safeguarding issues**

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

#### **Bullying, including Cyberbullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period, where it is difficult for those bullied to protect themselves. It can take many forms, but the main types are:

- Physical (e.g., hitting, kicking, theft)
- Verbal (e.g., racist, or homophobic remarks, threats, name-calling)
- Emotional (e.g., isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be [Preventing & tackling bullying](#)  
[Cyberbullying advice](#)

#### **Child on child abuse (incl sexual violence and sexual harassment)**

**All** staff have the knowledge and awareness that children are capable of abusing other children (including online). All staff are clear about this school's policy and procedure regarding child-on-child abuse. We have a separate Child-on-Child Abuse Policy in addition to anti-bullying and behaviour policies to guide, inform and support children, staff and parents/carers.

Child-on-child abuse can occur, both physically and verbally, either online or face to face, between two children of **any** age and sex, with a single child or group of children and can happen both inside and outside of our setting.

Children who are victims of this abuse, will find the experience stressful and distressing and it is likely to have an adverse effect their educational attainment. This type of abuse can exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

**All** staff at Squirrel Hayes First School recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the **timely** challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature. They are aware of the importance of:

- Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that that we have a zero-tolerance approach.
- Not dismissing this abuse as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

**All** staff know that if we do not challenge and support our children that this will lead to a **culture** of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report.

We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously.

Through both an explicit Relationships Education Programme and Mental Health & Well-being Curriculum child are taught about the importance of effective relationships and how to safeguard themselves for their own physical and mental health & well-being.

All children and staff have a voice at Squirrel Hayes First School. As such, children are aware that they can approach any member of staff if they have any concerns and know that their concerns will be taken seriously and may need to be passed onto Mrs Oakes as Pastoral Lead & DSL, Mrs Taylor & Mrs Pickford as Anti-bullying Leads or Mrs Pickford as Headteacher and Mental Health Leader & DSL.

Mrs Johnson-Allen is also a Mental Health Lead in school and the school's Relationships in Education Lead.

**All** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

Staff are aware of the groups that are potentially more at risk as evidence shows that girls, children with SEND and LGBT children are at greater risk. The DfE states that child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Victims of child-on-child abuse will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Risk assessment and/or safety planning are an integral part of this support plan, particularly regarding the post incident management.

**All** staff understand, that even if there are no reports in our setting, this does not mean that it is not happening, it may be the case that it is just not being reported. As such it is important that if staff at Squirrel Hayes First School have any concerns regarding child-on-child abuse, they speak to their Designated Safeguarding Lead (DSL) or deputy (DDSL). Our staff will not develop high thresholds before acting.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault and may include an online element which facilitates, threatens and/or encourages sexual violence. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- sexual harassment such as sexual comments, remarks about clothes and/or appearance, jokes, taunting and online sexual harassment. This also includes the telling of sexual stories, making lewd comments and calling someone sexual names and physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**All** staff are aware of the importance of understanding intra familial harms and any necessary support for siblings following incidents.

**All staff are** clear as to the school's or college's policy and procedures with regards to child-on-child abuse and the important role they play in preventing it and responding where they believe a child may be at risk from it.

If staff have a concern about a child or a child makes a report to them, they will follow the safeguarding referral process. [Staff know that if they have any doubt about next steps, they must speak to the DSL/DDSL.](#) Our behaviour policy will support any sanctions.

Guidance Documents:

- [CSA Centre](#)
- [Hackett Tool](#)
- [Disrespect NoBody campaign](#)
- [CEOP-Safety centre](#)
- [UKCIS Guidance: Sharing Nudes and Semi-Nudes](#)
- [Review of sexual abuse in schools and colleges - GOV.UK](#)
- [Searching, screening and confiscation in schools](#)
- [Sharing nudes and semi-nudes: advice for education settings](#)
- [Undressed \(lgfl\)](#)

## **Children Missing Education**

**All** professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. [The School's Attendance Policy can be found on the school's website.](#)

A child going missing, particularly repeatedly, can be a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. [Using professional curiosity](#) to identify the existence of any underlying safeguarding risk [helps](#) prevent the risks of them going missing in future.

We understand our responsibility to link school absence/missing episodes with the impact this has on the child's education. We know that there is a distinction between a child being absent and when they are subject to a missing episode and the importance of acting on this information and reporting a missing episode when appropriate. We have a key role in sharing information with the police and any lead practitioner involved with the family when a child is reported missing. We will provide, when required, an appropriate environment for a Return Home Interview (RHI) within the education setting, where possible and will contribute to safety planning when required. We will follow our attendance policy for children who are regularly and persistently absent.

If a child is not known to the Local Authority or other agencies but there are remaining safeguarding concerns, we will consult the [SSCP Threshold Framework](#) and ensure that any concerns are reported to the appropriate agencies/partners.

Our school holds **at least 2** emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g., elective home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced because of a crisis e.g., domestic violence or homelessness;
- Has been certified [by a medical professional](#) as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory

school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered [‘missing’](#).

### **Children who are absent from education**

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. [It is important that the](#) response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- [Working together to improve school attendance](#) including information on how schools should work with local authority children’s services where school absence indicates safeguarding concerns.
- Information regarding schools’ duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department’s statutory guidance: [Children missing education](#) .
- Further information for colleges providing education for a child of compulsory school age can be found in: [Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges](#)

## **Child Missing from Home or Care**

There are strong links between children involved in criminal and/or sexual exploitation and other behaviours such as running away from home, care or school, bullying, self-harm, teenage pregnancy, truancy, and substance misuse.

In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum-seeking children. Most children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance document:

- [Children who run away or go missing from home or care](#)

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We are aware of the [Child Exploitation Risk Screening Tool](#) and use this at the earliest opportunity to understand the risk factors in a child's life.

## **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or

manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm, from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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

Guidance documents:

- [Safeguarding children who may have been trafficked](#)
- [Child Exploitation - StaffsSCP](#)

### **Child sexual exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching

outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Guidance documents:

- [Child Sexual Exploitation Definition & Guidance](#)

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and/or store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs

are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (NRM) should be considered via the Police. Further information can be found here [National Referral Mechanism](#)

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation: -

- Can affect any child or young person (male or female) under the age of 18 years.
- Can affect any vulnerable adult over the age of 18 years.
- Can still be exploitation even if the activity appears consensual.
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- Can be perpetrated by individuals or groups, males or females, and young people or adults and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Guidance Document:

- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)
- [County Lines toolkit](#)

## **Domestic Abuse including Operation Encompass**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence, or abuse between those aged 16 or over who are or

have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Children [living in households where domestic abuse takes place should be considered and treated as 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). Exposure to domestic abuse and/or violence 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. Domestic abuse affecting young people, can also occur within their personal relationships, as well as in the context of their home life. We will signpost and support our children/ young people.

### Operation Encompass

Our DSL/DDSL has completed the National Operation Encompass training and therefore we are an Operation Encompass setting. This enables police and education settings to work together to provide emotional and practical help to children. It ensures that we have up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

If you require further information in relation to Operation Encompass, please use this link below [Operation Encompass](#)

### Guidance Documents:

- [NSPCC-Domestic Abuse](#)
- [Refuge-Domestic abuse & effects on children](#)
- [Domestic abuse: specialist sources of support](#)
- Operation Encompass helpline 0204 513 9990 (8am-1pm Mon-Fri)

### Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- [Drugs Advise for Schools](#)

### **Fabricated or Induced Illness (FII) & Perplexing Presentations (PP)**

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer, and which is attributed by the adult to another cause.

There may be several explanations for these circumstances, and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child. Perplexing Presentations are concerns raised around medically unexplained symptoms or concerning parental behaviours around child's health, by a non-medical professional.

In Staffordshire we use the following guidance  
[FII-PP Pathway](#)  
[NHS-Overview-Fabricated or Induced Illness](#)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL/DDSL are aware of local contact details and referral routes into local housing organisations, so they can raise/progress concerns at the earliest opportunity.

Indicators of risk include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this will **not** replace a referral into children's social care where a child has been harmed or is at risk of harm.

We also recognise that in some cases 16/17 yr olds could be living independently from their parents or guardians and they will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL will ensure that appropriate referrals are made based on the child's circumstances.

### **Honour-based Abuse**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation (FGM)**

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It is known by several names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is like male circumcision, but it bears no resemblance to male circumcision, and it has serious health consequences with no medical benefits. FGM is also linked to domestic abuse, particularly in relation to "honour-based abuse".

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either via disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It is rare to see visual evidence, and children should not be examined but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless there is good reason not to, they should still consider and discuss any such case with the DSL (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where staff do not discover that FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, staff will follow local safeguarding procedures.

Guidance Documents: -

- [National FGM Centre](#)
- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered **without** the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. The threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Some perpetrators use perceived cultural practices, to coerce a person into marriage. Schools and colleges play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person’s parents, extended family, or members of their community, could put the young person in a situation of significant risk.

Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise

that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual, and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

From 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.

School and college staff can contact the Forced Marriage Unit for advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

Guidance Document:

- [Forced Marriage](#)
- [The right to choose: government guidance on forced marriage](#)

## Mental Health

**All** staff have an important role to play in supporting the mental health and wellbeing of our pupils and **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 have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Mrs E. J. Pickford and Mrs Helen Johnson-Allen are the Mental Health Lead at Squirrel Hayes First School and is a member of the Senior Leadership Team as well as holding the position of Safeguarding Lead & SENCo. Other members of the school's Mental Health & Well-being Team include Mrs L. Oakes as DDSL & Pastoral Lead & Mrs R. Percival DDSL and Mrs H. Johnson-Allen Relationships in Education Lead.

At Squirrel Hayes First School we are part of the Trailblazer, CAMHS in schools project. Regular meetings are held with the school's Educational Mental Health Practitioner to triage and consult on appropriate support and sign-posting for identified vulnerable learners and their families.

Use of whole school audits around mental health and well-being inform a planned programme of targeted support on a whole school, group and individual basis. Partnership working with the Mental Health Support Team and other external partners provides a strategic approach to highlighting the importance of well-being and mental health within the school's learning community.

Mental health & well-being form a key part of the school's curriculum with learners accessing regular explicit and cross-curricular learning around the importance of mental health and its impact upon well-being. The engagement of parents through workshops, school newsletters and the website is promoted and encouraged.

Mrs E.J. Pickford and Mrs L. Oakes are trained Mental Health First Aiders and offer guidance and support for staff and families around sign-posting for help for mental Health concerns and issues. The well-being of all members of the school's learning community is a high priority for the school's Governing Body and regular review of the well-being of staff and pupils is undertaken through questionnaires and feedback at Governing Body meetings.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- [Addressing Trauma and Adversity](#)
- [Mental Health and Behaviour in Schools Guidance.](#)
- [Preventing and tackling bullying](#)
- [Every Interaction Matters](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)
- [Guidance for education settings responding to a sudden unexpected death being treated as a suicide](#)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy.

## Online Safety

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sextortion, sexual predation, and technology often provides the platform that facilitates harm.

At Squirrel Hayes First School we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

Consideration of these 4Cs (above) will provide the basis for our Online Safety policy.

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have appropriate filtering and monitoring systems in place on school devices and school networks, and these are regulated, and risk assessed as part of the prevent duty.

Our filtering and monitoring standards will

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The Governing body will review the standards and discuss with IT staff and service providers what more needs to be done to support schools and colleges in meeting this standard.

We have an online safety policy which identifies the usage and expected behaviour of children/students.

Education at home/Remote learning: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and safeguarding in remote education.

### **Systems and Processes supporting online Safety at Squirrel Hayes First School**

The DSL has overall responsibility for online safety within the school but liaises with other members of staff, for example IT technicians, curriculum leads etc. as necessary. The DSL will respond to online safety concerns reported in line with our child protection and other associated policies, including our anti-bullying, social media and behaviour policies. - Internal

sanctions and/or support will be implemented as appropriate. - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

At Squirrel Hayes First School we use a wide range of technology. This includes computers, laptops, the internet and our learning platforms, - All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

### **Technical Infrastructure, Filtering and Monitoring**

The Head teacher will be responsible for ensuring that Squirrel Hayes' school network infrastructures are as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.

Technical systems will be managed in ways that ensure that the schools meet recommended technical requirements. There will be regular reviews and audits of the safety and security of school systems. Servers, wireless systems and cabling must be securely located and physical access restricted. All users will have clearly defined access rights to technical systems and devices. All users will be provided with a username and secure password by the ICT Support Team who will keep an up to date record of users and their usernames. Users are responsible for the security of their username and password.

The "master / administrator" password for school's ICT system as used by the ICT Leader (technical) must also be available to the Headteacher and kept securely in the school safe. The ICT Support Team are responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations.

Internet access is filtered for all users. Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing 'Securus'. Content lists are regularly updated and internet use is logged and regularly monitored. There is a clear process in place to deal with requests for filtering changes. Internet filtering should ensure that children are safe from terrorist and extremist material when accessing the internet. School technical staff regularly monitor and record the activity of users on

the school technical systems and users are made aware of this in the Acceptable Use Policy (AUP).

Squirrel Hayes First school subscribes to a fully managed Digital Monitoring Service - 'Securus'. This service ensures that all captures are monitored, reviewed and escalated if any issues prevent on the same day to the named contacts in school. The DSL and DDSL's are all named contacts on the system.

Termly reports are presented to governors regarding the use of the filtering and monitoring systems and any actions taken as a result of concerns raised. Filtering systems are also tested to ensure effectiveness and to inform any future actions required.

Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices etc. from accidental or malicious attempts which might threaten the security of the school's systems and data. These are tested regularly. School's infrastructures and individual workstations are protected by up-to-date anti-virus software.

The Schools Data Protection Policy covers the use of removable media such as memory sticks, CDs and DVDs by users on school devices. The policy stipulates that whilst any USB memory sticks may be used on school systems for the reading of data, data from school systems will only be writeable to school owned and encrypted USB memory sticks. Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured (see Data Protection Policy for more). For more details, see the Technical Security Policy.

## **Information Security and Access Management**

Squirrel Hayes First School is responsible for ensuring an appropriate level of security protection procedures are in place, in order to safeguard our systems as well as staff and learners. Further information can be found in the Student and Staff Acceptable use policies. The effectiveness of these procedures is reviewed periodically to keep up with evolving cyber-crime technologies.

## **Education and Training of Staff and Volunteers**

A planned programme of online safety training will be made available to all staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly. It is expected that some staff will identify online safety as a training need within the performance management process.

All new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the Online Safety Policy and Acceptable Use Policy's.

The Online Safety Leads will receive regular updates through attendance at external training events and by reviewing guidance documents released by relevant organisations. Online Safety and updates around e-safety will be presented to and discussed by staff in team meetings, CPD sessions and INSET days. The Online Safety Leads will provide advice, guidance and training to individuals as required.

Online Safety and Cyber Security Training is undertaken annually by both staff and governors. [Cyber Security Training is completed as part of the induction for new staff.](#)

### **Educating Learners**

At Squirrel Hayes First School we ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

- A planned online safety curriculum will be provided as part of Computing, RHE and other lessons and will be regularly revisited throughout the computing curriculum and assemblies.
- Each year group will have explicit teaching in online safety during Autumn 1 and this will be revisited regularly throughout the computing curriculum.
- Key online safety messages will be reinforced as part of a planned programme of assemblies and pastoral activities, including several online safety themed days/weeks each academic year.
- Pupils will be taught in all lessons to be critically aware of the materials and content they access on-line and will be guided to validate the accuracy of information. Staff will reduce the appeal of

extremist messages by ensuring that pupils are media literate - making sure that they know how to assess whether material found online is from a trusted source.

- Pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the Internet.
- Pupils should be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision- making.
- Pupils will be helped to understand the need for the Pupil Acceptable Use Policy (AUP) and will be encouraged by all staff to adopt safe and responsible use both within and outside of school.
- Staff will act as good role models in their use of digital technologies including the Internet and mobile devices.
- In lessons where Internet use is pre-planned, pupils will be guided to sites checked as suitable for their use as a best practice. Staff will follow the procedures which are in place for dealing with any unsuitable material found as a result of any internet searches.
- Where pupils are allowed to freely search the Internet, staff will be vigilant in monitoring the content of the websites visited.

## **Education of Parents and Carers**

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring and regulation of children's on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the Internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities.
- Letters, newsletters and the school web sites.
- Parents evenings.

- Parents sessions.
- High profile events and campaigns such as Safer Internet Day and themed online safety days/weeks. Campaigns, advice and information shared with parents will reference relevant web sites and publications such as [www.swgfl.org.uk](http://www.swgfl.org.uk) , [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers) .

### **Education of the Wider Community**

Squirrel Hayes First School will provide opportunities for local community groups and members of the community to gain from their online safety knowledge and experience. This may be offered through the following: Online safety messages targeted towards grandparents and other relatives as well as parents. Providing online safety information for the wider community on the school website.

### **Education at home/Remote learning:**

Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

- Squirrel Hayes First School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems e.g Eduspot (Teacher 2 Parent).
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school SEMH/behaviour policy and Acceptable Use Policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow our Remote Learning Acceptable Use Policy (AUP) and all remote learning will be delivered through Google classrooms.

- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

## **Curriculum and Staying Safe**

Squirrel Hayes First School ensures that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. - We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- We are aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education and have embedded this within our school's curriculum through both explicit and cross curricular learning opportunities.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [Teaching online safety in schools](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

## Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

Close relatives are defined as a grandparent, brother, sister, uncle, or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

Our staff at ` will notify the DSL/DDSL when they become aware of a private fostering arrangement. There is a mandatory duty on the school to inform Staffordshire Childrens Social Care of a private fostering arrangement by contacting (0300 111 8007), who then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- [What is Private Fostering? | Foster For Staffordshire](#)
- [Children Act 1989 – Private Fostering](#)

## Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children

from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** 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.

At Squirrel Hayes First School we value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and school staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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).

The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Squirrel Hayes First School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**.

## **Prevent Duty**

The school governors, the Head Teacher/Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE/PHSE curriculum, SEND policy, [Assemblies](#), the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

All schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" This is known as The Prevent Duty and is part of our wider safeguarding obligations.

Designated safeguarding leads and other senior leaders familiarise themselves with the revised Prevent duty guidance: for England and Wales.<sup>7</sup> We follow the guidance in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Our school has a Prevent [Lead](#) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called 'Securus'. Squirrel Hayes First School subscribes to the fully managed Digital Monitoring Service.

Guidance Documents:

- [The Prevent Duty](#).
- [Educate Against Hate](#)
- [ACT Early | Prevent radicalisation](#)

## Serious Youth Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Guidance documents:

- [Home Office Preventing Youth Violence and Gang Involvement](#)
- [Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

## Appendix 3

### **Allegations about a Member of Staff (Incl supply), Governor or Volunteer**

1. Inappropriate behaviour by staff/supply staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability, or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault, and rape.
  - **Neglect**  
For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, supply staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.
3. The Headteacher/Principal will exercise and be accountable for their professional judgement on the action to be taken as follows:

- If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the [LADO via the LADO Referral form](#). The LADO will liaise with the Chair of Governors and advise about action to be taken and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
  - If the Headteacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where we are not the employer of an individual, we still have a responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). In no circumstances will our school/college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
  5. Where an allegation has been made against the Headteacher/ Principal or Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. [Allegations of Abuse - SSCP](#)
  6. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

## Appendix 4

### Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  - negate or destroy the fundamental rights and freedoms of others; or
  - undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - intentionally create a permissive environment for others to achieve the results the above points
  - We are aware the types of behaviours that are indicative of the kind of promotion or advancement relevant to the definition and are an important guide to its application. [New definition of extremism \(2024\) - GOV.UK](#)
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal, and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all children experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters.
- Family members convicted of a terrorism act or subject to a Channel intervention.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.

- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.
- Fascination with extreme violence or mass casualty attacks

### District prevent contacts

Prevent Leads	Contact Name	Email Address
<b>Cannock</b>	Oliver Greatbach	<a href="mailto:olivergreatbatch@cannockchasedc.gov.uk">olivergreatbatch@cannockchasedc.gov.uk</a>
<b>East Staffs</b>	Mike Hovers	<a href="mailto:Michael.hovers@eaststaffsbc.gov.uk">Michael.hovers@eaststaffsbc.gov.uk</a>
<b>East Staffs</b>	Joanne Barrington	<a href="mailto:joanne.barrington@eaststaffsbc.gov.uk">joanne.barrington@eaststaffsbc.gov.uk</a>
<b>Lichfield</b>	Yvonne James	<a href="mailto:Yvonne.James@lichfielddc.gov.uk">Yvonne.James@lichfielddc.gov.uk</a>
<b>Newcastle</b>	Georgina Evans	<a href="mailto:Georgina.Evans@newcastle-staffs.gov.uk">Georgina.Evans@newcastle-staffs.gov.uk</a>
<b>South Staffs</b>	Maggie Quinn	<a href="mailto:M.Quinn@sstaffs.gov.uk">M.Quinn@sstaffs.gov.uk</a>
<b>Stafford</b>	Victoria Cooper	<a href="mailto:vcooper@staffordbc.gov.uk">vcooper@staffordbc.gov.uk</a>
<b>Staffs Moorlands</b>	Paula Goodwin	<a href="mailto:paula.goodwin@staffsmoorlands.gov.uk">paula.goodwin@staffsmoorlands.gov.uk</a>
<b>Tamworth</b>	Anna McLauchlan	<a href="mailto:anna-mclauchlan@tamworth.gov.uk">anna-mclauchlan@tamworth.gov.uk</a>
<b>Staffordshire County Council (Safer Communities)</b>	Fiona Chapman	<a href="mailto:fiona.chapman@staffordshire.gov.uk">fiona.chapman@staffordshire.gov.uk</a>
<b>Staffordshire Police Prevent Team</b>	Sam Cartlidge	<a href="mailto:prevent@staffordshire.police.uk">prevent@staffordshire.police.uk</a>

## Appendix 6

### Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice, and investigation oversight to cases. They **may** be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together. They will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The StaffsSCP inter-agency procedures for: [Allegations of Abuse - SSCP](#) is based on the framework for dealing with allegations made against an adult who works with children, this is detailed in [Working Together 2023](#) and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner, that a thorough, proportionate, and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed.

[Professional and Personnel Relationships](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

*Who to refer concerns to:*

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

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

Follow [KCSiE 2025](#) Guidance. Headteacher/ Chair of Governors/ Proprietor will contact the LADO on 0300 111 8007 [Referrals to LADO in Staffordshire are made via the LADO Referral form](#)

If your concern or allegation is urgent and outside of office hours telephone: 0345 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

## Appendix 7

### **Useful safeguarding contacts**

- Staffordshire Education Safeguarding Advice Service (ESAS) on 01785 895836 or email [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- Local Authority Designated Officer – all referrals via form
- Staffordshire Families Integrated Front Door (SFIFD) 0300 111 8007
- Emergency Duty Services (EDS-**Emergency** safeguarding concerns) 0345 604 2886 or email [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)
- Stoke-on-Trent Children’s Services: Chat and Advice Service (CHAD) 01782 235100 Emergency Duty Team: 01782 234234 (outside office hours)
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email [prevent@staffordshire.police.uk](mailto:prevent@staffordshire.police.uk)
- PHSE Coordinator Natalie McGrath [natalie@staffscvys.org.uk](mailto:natalie@staffscvys.org.uk)
- Child Exploitation and Online Protection Centre [CEOP](http://CEOP)
- [NSPCC](http://NSPCC)– 24-hour Child Protection Helpline 0808 800 5000 [NSPCC](http://NSPCC)  
[Staffs School contacts rachel.willis@nspcc.org.uk](mailto:rachel.willis@nspcc.org.uk) & [Matthew.Harding@nspcc.org.uk](mailto:Matthew.Harding@nspcc.org.uk)
- [Stop It Now! child sexual abuse helpline](http://StopItNow.org)
- Women’s Aid - 24 Hour Helpline: 0870 2700 123
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm).  
If you think a child is in immediate danger, please call 999. [Unicef](http://Unicef)

### **National Contacts**

- CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](http://CEOP)
- Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](http://SaferInternetHelpline)
- Internet Watch Foundation (IWF) – [Internet Watch Foundation](http://InternetWatchFoundation)
- Professionals Online Safety Helpline (POSH) 0344 3814772. Email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- Childline – 0800 1111 [Childline](http://Childline)
- Ofsted – General enquiries: 0300 123 1231  
About Schools: 0300 123 4234  
Concerns: 0300 123 4666  
e-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)
- NSPCC Harmful Sexual Behaviour project: 0844 892 0273

## DOCUMENT CHANGE LOG

Version Number	Date of Review	Reviewer	Changes Made
12	January 2017	Erica Pickford & Nikki Stroud	Adopted current LA model policy.
13	March 2017	Nikki Stroud	Update from the Working Together to Safeguard Children Guidance 2015 (updated February 2017.)
14	March 2018	Nikki Stroud	No updates – In consultation: Working Together 2018 and Keeping Children Safe in Education 2018 awaiting release date. SSCB advice continuing with the current model until further guidance is released.
15	September 2018	Erica Pickford	Use of SSCB Model Policy in response to Keeping Children safe in Education 2018 (September)
16	September 2019	Erica Pickford	Use of updated LA Model Policy in response to Keeping Children Safe in Education September 2019
17	September 2020	Erica Pickford	Use of updated LA Model Policy in response to Keeping Children Safe in Education September 2020
18	21.09.20	Erica Pickford	EDS number changed update to new number on page 63
19	28.09.2021	Erica Pickford	Use of updated LA Model Policy in response to KCSIE 2021. Included own procedures and policy details.
20	04.11.2021	Erica Pickford	Updated the new contact number for Staffordshire Children’s Advice and Support Services (previously known as First Response)
21	09.02.2022	Erica Pickford	Updated e-mail address to send Prevent referrals.
22	07.07.2022	Erica Pickford	Corrected telephone numbers for SCAS.

<b>23</b>	01/07/2022	Erica Pickford	Use of updated LA Model Policy in response to KCSIE 2022 - (blue for new)
<b>24</b>	27/09/2022	Erica Pickford	Use of updated LA Model Policy version 2 in response to KCSIE 2022 - (blue for new)
<b>25</b>	15/12/2022	Erica Pickford	Revised date of EYFS Section 19.
<b>26</b>	24/10/2023	Erica Pickford	Use of updated LA Model Policy in response to KCSIE 2023 - (blue for new)
<b>27</b>	22/10/2024	Erica Pickford	Use of updated Model LA Policy in response to KCSIE 2024 - (blue for new)
<b>28</b>	21/10/2025	Erica Pickford	Use of updated Model LA Policy in response to KCSIE 2025 - (blue for new)