Little Gregs
Pre-School

Child protection and safeguarding policy

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Interim Review:

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Reviewed by:

Designated Safeguarding Lead: Sarah Wilkes Date: 31st August 2026

1. Policy statement and principles

This policy needs to be read alongside the Whistleblowing Policy, Intimate care policy, physical intervention and Staff code of conduct.

The pre-school's safeguarding arrangements are inspected by Ofsted.

This policy is available on the pre-school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in the pre-school.

Our core safeguarding principles are:

- The pre-school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Children who are safe and feel safe are better equipped to learn.
- This pre-school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and directors will therefore be involved in policy development and review.
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to the Warwickshire Children and Families 'Family Connect' immediately by calling 01926 414144. **Anybody can make a referral**. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and directors and are consistent with those of Warwickshire Safeguarding Children Board (WSCB).

Policy principles:

- The welfare of the child is paramount.
- Safeguarding is everyone's responsibility.
- We will maintain an attitude of **'It could happen here'** where safeguarding is concerned.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- Pupils and staff involved in child protection issues will receive appropriate support.
- We will take action to keep children safe from harm and protect them.
- We will work in partnership with other agencies and other professionals to keep children safe from harm and protect them.

- We will act in the best interest of the child.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities.
- To ensure consistent good practice.
- To demonstrate the pre-school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.

Terminology

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

Child protection is part of safeguarding and refers to the processes undertaken to protect children who have been identified as suffering or likely to suffer from harm and responding to concerns about a child.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

2. Safeguarding legislation and guidance

The statutory guidance **Working Together to Safeguard Children (2023)** covers the legislative requirements and expectations on individual services (including nurseries) to safeguard and promote the welfare of children.

> The statutory guidance **Keeping Children Safe in Education (2026)** is issued under Section
> 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' includes nursery schools.
> All staff must read Part One of **Keeping Children Safe in Education (2026).**

What to do if you're worried a child is being abused 2015 - Advice for practitioners is non statutory advice which helps everyone who works with children to identify abuse and neglect and take appropriate action.
In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people,

mainly adolescents. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.
Sexual violence and sexual harassment can occur between two children of **any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Due to their day-to-day contact with children, staff in Pre-school and Club LG are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. It is vital that all staff are alert to the signs of abuse, are approachable, listen actively to children and understand the procedures for reporting their concerns. The pre-school will act on identified concerns and will provide Family Help and Early Support to prevent concerns from escalating.

3. Roles and responsibilities

Key personnel
The designated safeguarding lead (DSL) is Mrs Sarah Wilkes

Contact details: email: littlegregsmanager@welearn365.com Tel: 01789 290198

The deputy designated safeguarding lead is Mrs Helen Bromley

Contact details: email: littlegregs3506@welearn365.com Tel: 01789 290198

Other staff trained to undertake the functions of the designated safeguarding lead are

Early Support Coordinator: Mrs Sarah Wilkes
Contact details: email: littlegregsmanager@welearn365.com Tel:

01789290198

The nominated child protection director is Miss Freda Ellis
Contact details: Tel: 01789 290198

The Designated Safeguarding Lead (DSL):

- Has the status and authority within the pre-school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Is appropriately trained, with updates every two years.
- Acts as a source of support and expertise to the pre-school community.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers.
- Has an understanding of the Early Support process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention.

- Keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file.
- Refers cases of suspected abuse to Warwickshire Children and Families 'Family Connect' as appropriate.
- Notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation.
- Ensures that when a pupil leaves the pre-school, all child protection records are passed to the new nursery/ school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.
- Attends and/or contributes to child protection conferences.
- Co-ordinates the pre-school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Develops effective links with relevant statutory and voluntary agencies including the WSCB.
- Ensures that all staff sign to indicate that they have read and understood the child protection and safeguarding policy and Code of Conduct.
- Has a working knowledge of relevant national guidance in respect of all specific safeguarding Annex B of *Keeping Children Safe in Education 2026* (pages 181-182), ensuring that all staff receive necessary training, information and guidance.
- Has a working knowledge of local safeguarding partnership (currently Warwickshire Safeguarding Children Board [WSCB]) procedures.
- Ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with directors regarding this.
- Liaises with the nominated director and head teacher of St Gregory's as appropriate.
- Keeps a record of staff attendance at child protection training.
- Makes the child protection and safeguarding policy available publicly, i.e. on the pre-school's website or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensures that the Manager is aware of the responsibility under *Working Together 2023* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.
- Ensures that the school holds more than one emergency contact number for every pupil/student.

The Deputy Designated Safeguarding Lead(s)
Is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Education Lead Front Door Line: 01926 742252

The Directors ensure that the pre-school:

- Appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training.
- Ensures that the DSL and deputy DSL role is explicit in the role holder's job description.

- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with WSCB and statutory requirements, reviewed annually and made available publicly on the school's website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the manager and allegations against other children.
- Ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Skype or other such media.
- Ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities.
- Follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations.
- Develops a training strategy that ensures all staff, including the manager, receive information about the school's safeguarding arrangements Code of Conduct and the role of the DSL on induction and appropriate child protection training, which is regularly updated in line with any requirements of WSCB; and that the DSL receives refresher training at two-yearly intervals.
- Ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the preschool's child protection and safeguarding policy and Code of Conduct before they start work at the pre-school.
- Appoints a designated practitioner to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated practitioner has appropriate training.
- Ensures that the pre-school contributes to inter agency working and plans.
- Participates in the CAF process and offers to initiate CAFs for pupils/students with additional needs in order to provide a co-ordinated offer of early support.
- Considers how pupils may be taught about safeguarding, including how to keep themselves safe at all times including online in partnership with parents.

The governing body nominates a member (Safeguarding Director) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the manager.

It is the responsibility of the directors to ensure that the preschool's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership WSCB and national guidance.

The Manager:

- Ensures that the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Supports the designated practitioner for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure that

all staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation.
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, as advised by the LADO.
- Appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.
- Appoints a designated person to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training.

4. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- Treating all children with respect.
- Setting a good example by conducting ourselves appropriately.
- Being a good listener.
- Being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation.
- Recognising that challenging behaviour may be an indicator of abuse.
- Reading and understanding the pre-school's child protection policy, Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- Maintaining appropriate standards of conversation and interaction with children and between staff and avoiding the use of sexualised or derogatory language.
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.
- Applying the use of reasonable force and physical intervention only as a last resort and in compliance with the pre-school procedures and WSCB guidance.
- Referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Warwickshire Children and Families 'Family Connect'.
- Following the pre-school's rules with regard to communication and relationships with parents, including via social media.
- Not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; and challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Please also refer to the Pre-school's Code of Conduct for all staff and volunteers.

5. Abuse of position of trust

All staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards children must be beyond reproach.
The Pre-School's Code of Conduct sets out our expectations of staff and is signed by all staff members.

From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are ***not*** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs.
- Young carers.
- Affected by parental substance misuse, domestic violence or parental mental health needs asylum seekers.
- Looked after by the Local Authority or otherwise living away from home or were previously looked after.
- Vulnerable to being bullied, or engaging in bullying behaviours.
- Living in temporary accommodation.
- Living transient lifestyles.
- Living in chaotic and unsupportive home situations.
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality.
- At risk of child sexual exploitation (CSE) and trafficking.
- Do not have English as a first language.
- At risk of female genital mutilation (FGM).
- At risk of forced marriage.
- At risk of being drawn into extremism.
- Babies/young children who might be subject to poor parenting.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

7. Early Support and use of the Family Help Pathway.

Early Support is a **spectrum of support**, which means the help offered to a family can range from signposting to an informative website, right through to working with the family to complete an Early Support Assessment. What is delivered is what is necessary to ensure that the family receive the right service at the right time. There are times that Early Support services will be accessed by families who are involved in formal intervention.

The spectrum of support is a stepped approach:

-Universal help (services open to anyone)

-Early Support

-Family Help

The pre-school recognises that providing early support is more effective in promoting the welfare of children than reacting later. Early support means providing support as soon as a problem emerges, at any point in a child's life. *Keeping Children, Safe in Education 2026* emphasises that **all** staff should be aware of the early support process and understand their role in it. All school staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early support; to record those concerns *using green forms* (see section 20 below); and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns. Early support might be simple and something that staff or a keyperson is able to address with parents so that the child's needs are met quickly and easily. This will be kept as a record of any such help using the '*Early Support Pathway*' to record clear targets and progress.

It may become necessary to take some time with parents to understand a child's needs and circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond the school. Where the DSL or SENDCO has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and her/his parents' consent, the school will use the Early Support Assessment process to identify what help the child and family require to prevent the child's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The pre-school is committed to working in partnership with children, parents and other agencies to:

- Identify situations in which children and/or their families would benefit from early support; Family Support call: 01926 742274
- Undertake an assessment of the need for early support, using the Early Support Pathway to Change; and provide family help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The pre-school will be particularly alert to the potential need for early support for any child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;

- Is in a family whose circumstances present challenges for the child, such as adult substance abuse, anti-social or criminal behaviour, including gang involvement, adult mental ill health, domestic abuse, poor parenting.
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.
- Is showing early signs of abuse and/or neglect; and/or
- Is particularly vulnerable in any of the ways identified above.

Parental and Family Engagement

The Early Support process is most effective when undertaken with the full engagement and participation of the child's parents and carers. The process should involve the child, their family, and all relevant professionals working with them to ensure a coordinated and holistic approach to meeting identified needs.

Signed consent is not required for review meetings or closure plans. However, families must be fully involved in the review and planning process, with children and young people being supported and encouraged to contribute, where appropriate. Assessments, plans, reviews, and closure arrangements will be undertaken using a restorative and strengths-based approach, in partnership with the family.

The views, wishes, and feelings of children and young people will be clearly recorded and reflected throughout the process. All plans will be co-produced with families, transparent in their development, and focused on achieving meaningful and sustainable outcomes for the child and family.

8. Attendance

We recognise that full attendance at pre-school is important to the well-being of all our pupils and enables them to access the opportunities made available to them. Attendance is monitored closely, and we work closely with parents to ensure good attendance. (Please read attendance and absence policy)

9. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Attendance and absence are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation. If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

So, these reasonable steps are taken if a child is absent:

- Telephone calls are made to all known contacts on the first day of absence. Parents will be asked to provide a minimum of two emergency contacts in the event of children not arriving at pre-school without prior notification and also for other emergency purposes.
- Parents are asked to book holidays on the pre-school holiday form, providing the location of the holiday and signed by management.
- We are prepared to act if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence.

If a child is absent more than a week.

- Contact with other schools where siblings may be registered
- Home visits where safe to do so and hand delivered letter.
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the pupil/family
- All contacts and outcomes to be recorded on the pupil's file
  if a child is absent more than 10 days.
- DSL will make an immediate referral to Warwickshire County Council's Children Missing from Early Education. earlyyearsadvisors@warwickshire.gov.uk

If no confirmation is received Missing Children procedures will apply.

10. Helping children to keep themselves safe

Children are taught about how to keep safe through our PSE activities. These include identifying how they feel, on-line safety, fundamental British values and personal safety.

We have also adopted Taking Care, the WSCB's personal safety programme (based on the Protective
Behaviours Process) for Foundation Stage, which is designed to fit in with the requirements of the PSE Curriculum. This programme reinforces essential skills for every child. Self-esteem and confidence building, Relationships and personal safety are encouraged throughout the course.

11. Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.
We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person *(usually the DSL)* who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.

- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures, co-operating fully with relevant statutory agencies.

12. Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints from staff are dealt with under the pre-school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

13. Whistleblowing if staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation, and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the Pre-school's Code of Conduct – to the **manager**; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

Concerns or complaints about the manager should be reported to the DSL director, whose contact details are displayed in the main room for any member of staff to use in such an instance.

Staff may also report concerns about suspected abuse or neglect directly to Local Authority Designated Officer (LADO) or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the main room.

All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child, and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.

Staff can call 0800 028 0285 between 8.00a.m. And 8.00p.m., Monday to Friday or e mail help@nspcc.org.uk.

14. Whistleblowing if parents or volunteers have concerns about a colleague or staff member.

We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
We ensure that all staff volunteers and anyone else working in the setting knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.
We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.

15. Managing allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils, and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

As stated above, all allegations against Pre School staff should be reported to the manager or St Gregory staff to the head teacher using the yellow form. Allegations against the manager should be reported to the DSL Director. Allegations against the head teacher should be reported to the chair of governors.

Staff may also report their concerns directly to the Police or Children's Social Care via the LADO if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found on page 25 of *Keeping Children Safe in Education 2026* and WSCB's inter-agency safeguarding procedures, section 6 - *Managing Allegations Against People Who Work with Children*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a staff member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education 2026,* the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by *Working Together to Safeguard Children*, all allegations in respect of an individual who works at the school that fulfil any of the following criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day:

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

The Designated Officer's contact number is **01926 745376**. Referrals to the Designated Officer should be submitted on a PoT MARF form and sent to lado@warwickshire.gov.uk.

NB it is the Manager's responsibility to contact and refer to the Designated Officer when necessary. The only exception is when the allegation is against the Head teacher/manager, in which instance the nominated governor / director will undertake that responsibility.

16. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern.
All staff, including the manager and directors will receive training that is regularly updated and will also include thematic training during inset days and regular discussions at staff meetings. These training opportunities will cover online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early support, and organisational safeguarding procedures. All staff will be made aware of the increased risk of abuse to certain groups, including disabled and SEN children, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

New staff who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- The pre-school's child protection and safeguarding policy
- Signs and symptoms of abuse and neglect
- Responding to disclosure of abuse or neglect by a child
- Reporting and recording arrangements
- The Code of Conduct
- Details of the DSL.

NB all of the above will be explained **before** a new member of staff, director or volunteer has direct contact with children in school. The school's child protection policy and Code of Conduct will be sent with the letter confirming an appointment with a written requirement that

the individual reads the two policies in advance of starting work at the pre-school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

The DSL will attend training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Councils Education Safeguarding Service. That training will include up to date information about WSCB inter-agency procedures. The DSL will also be supported to access WSCB inter-agency training as part of their continuing professional development.

In addition, the manager and at least one director will attend safer recruitment training.

17. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in *Keeping Children Safe in Education (2026)* together with WSCB and the school's *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history.
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- Provide evidence of identity and qualifications.
- If shortlisted, candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.
- Before starting the position be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity.
- If offered employment, provide evidence of their right to work in the UK.
- Be interviewed by a panel of at least two practitioners/directors, if shortlisted.
- At least one member of each recruitment panel will have attended safer recruitment training.

The Preschool will also

- Ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding.
- Ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- Obtain references for all shortlisted candidates, including internal candidates.
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Code of Conduct, other issues as in section 16 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received and read a copy of the child protection and Code of Conduct.

All relevant staff (EYT, Early Years Practitioners and all those who work in before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation.

The school obtains written confirmation from outside agencies that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly.

Work experience persons if over the age of 16 will be DBS checked and those under 16 will be asked for a reference to establish their suitability for working with children.

The Pre School maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education* and guidance issued by Warwickshire County Council.

Regulated Activity
Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2026) part three.

Volunteers and Collage students
Volunteers, college students, and directors will undergo suitability checks that are appropriate to their role within the pre-school and the level of contact they have with children. Under no circumstances will volunteers, college students, or directors be permitted to begin work or undertake voluntary duties at the pre-school until an Enhanced Disclosure and Barring Service (DBS) check, including a barred list check where required, has been received and deemed satisfactory.

Contractors
The school checks the identity of all contractors working on site and requests DBS checks where appropriate. Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

18. Site security

Visitors to the school, including contractors, are asked to sign in and are given a visitors' badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The manager will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.
The pre-school site has a blink doorbell, and CCTV within the entrance and open plan classroom which records parents, visitors and children while on the pre-school site. Recordings are stored for one month after which they are automatically overwritten unless required for investigation.

The main school has a camera at the main gate; the recordings are deleted every 28 days. Please refer to CCTV and Monitoring Policy.

19. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed regularly by the management. This policy is transparent to staff, parents and pupils.

20. Record Keeping

The school will maintain child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.
In accordance with that guidance, the school will:
The pre-school will:

- Keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.
- Keep records in a folder in a meticulous chronological order.
- Ensure all records are kept secure and in locked locations.
- Ensure all safeguarding records are transferred - separately from the child's main pupil file - to the receiving school or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- The DSL will also consider whether it is appropriate to share any information with a child's receiving school in advance of the child leaving so that the receiving school is able to support the child as effectively as possible and plan for her/his arrival.
- Ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another nursery.

Child protection records will be maintained independently from the pupil's learning journal. Such records will only be accessible to the Designated Safeguarding Lead and directors who need to be aware.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child is the WSCB pro form *Logging a Concern About a Child's Safety and Welfare* (Form C) also known as the '*Green form*'. The same format will be used by staff to record and report and observations or concerns that suggest a child might benefit from early help.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version, but it is most important that **all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or DSL, who will advise them to submit a Freedom of Information request for consideration.
The Data Protection Act and General Data Protection Regulation (GDPR) 2018 do not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

The pre-school holds the right to retain a copy of individual files for a period of two years after the child has left the provision. The copy files will be kept electronically. Before the main file is passed to the new educational provision the DSL will scan a copy, after the two years, individual files with be deleted.

Club LG Record Keeping
Club LG staff will complete a Green Form and submit it to the Little Gregs Designated Safeguarding Lead (DSL). The Green Form will then be shared with a DSL at St Gregory's School. The Little Gregs and St Gregory's DSL teams will work collaboratively to determine the most appropriate course of action, including decisions regarding communication with parents, while taking into account the school's existing knowledge of the family and any relevant history. The Green Form will be uploaded to My Concern by the DSL at St Gregory's to ensure that all safeguarding records and concerns are maintained securely in one central location.

21. Confidentiality and Information Sharing

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or head teacher or – in the case of concerns about the head teacher – to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that any member of staff can contact Warwickshire Children and Families 'Family Connect' if they are concerned about a child.

WSCB's guidance 'Information Sharing in Child Protection' can be accessed at www.warwickshire.gov.uk/wscbresources. Following the link 'Interagency Safeguarding Procedures'.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- Processed in accordance with the data subject's rights secure.

Record of concern forms (Green forms) and other written information will be stored in a locked facility, and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The pre-school's policy on confidentiality and information-sharing is available to parents and pupils on request.

22. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our children attend off-site activities, including visits we will check that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

23. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications).
- Seek parental consent.
- Use only the pupil's first name with an image.
- Ensure pupils are appropriately dressed; and
- Encourage pupils to tell us if they are worried about any photographs that are taken of them.

24. How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in and outside the setting.

Staff understand their safeguarding responsibility and are clear about how it fits into their role on a day-to-day basis. Staff are aware of the policy regarding staff contact outside of work; Communication with pupils, parents/carers and colleagues should be professional and take place via official setting communication channels. Communication should be transparent and open to scrutiny.
It is recommended that staff do not accept friend requests or communications from pupils or their family members. All relationships are shared with the manager and staff sign a social media disclosure form.

Within the setting, staff keep mobile phones locked in lockers, away from the main classroom around the children. Staff can use their mobile phone on lunch breaks away from the children. Staff must ensure other electronic devices for example smart watches are disconnected from their mobile phone or on flight mode. Smart watches must not be used during working hours. Smart glasses, or any eyewear capable of audio, video, or image capture, are not permitted to be worn or used within the Early Years environment. This includes during contact with children, in learning spaces, communal areas, and on outings. Staff must remove these devices before entering children's areas and store them with personal belongings.

Staff are aware that under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Management has acceptable and appropriate use of mobile phones to take photos for social media, newsletters, tapestry and other portfolios. Management will delete the photos from the mobile phone or electronic device and delete from the recycle bin storage on the device. Management can have the mobile phone searched by DSL or DDSL.

While the children are using electronic devices within the setting all staff ensure:

- Appropriately supervise children whenever they are using devices.
- Check apps, websites and tools prior to using them with children, this should include checking the results of searches.
- Use age-appropriate apps, websites and online tools.
- Model safe practice when using technology with children.
- Ensure data is shared online in accordance with the settings data protection responsibilities.

Pre-school electronic devices are all connected to the pre-school Wi-Fi and is password protected.
All devices are checked termly and updated by our IT Company, ensuring all devices are kept securely and in line with data protection requirements.
Appropriate filtering and monitoring are in place, and DSL checks the history on website research's during termly safeguarding checks.

Personal data is managed securely online, in accordance with the statutory requirements of the General Data Protection Regulations (GDPR) and Data Protection legislation. This includes online learning journals and other apps used by the setting.

Club LG Mobile Phones and Smart Technology 'St Gregorys Pupils'

Pupils who bring a mobile phone or smart watch into school must hand the device to their class teacher at the beginning of the school day. The device will be returned to the pupil by their class teacher at 3.15pm at the end of the school day.

For pupils attending Breakfast Club or After-School Club, Club LG staff will take responsibility for ensuring that mobile phones, smart watches, and other electronic devices are not accessed or used during the session. All devices must be handed to a member of staff on arrival and will be stored securely in a designated container. Devices will be returned directly to the pupil at the end of the session.

No electronic devices may be used by pupils while attending Club LG unless there is a specific reason agreed in advance by the Club LG Manager.

25. E-Safety 'Online Safety'

Children and young people increasingly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in after school club. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Staff also receive advice regarding the use of social networking and electronic communication with parents and pupils.

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils and parents. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. (See employee handbook.)

26. Child protection procedures

Recognising abuse
To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of children. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline

abuse. Children may be abused by adult men or women or by other children or young people. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect

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

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

Sexual abuse
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Definitions taken from *Keeping Children Safe in Education* (DfE, 2026)

Indicators of abuse
Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries.
- Show signs of pain or discomfort.
- Keep arms and legs covered, even in warm weather.
- Be concerned about changing for PE or swimming.
- Look unkempt and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful.
- Be reckless with regard to their own or other's safety.
- Self-harm.
- Frequently miss school or arrive late.
- Show signs of not wanting to go home.
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn.
- Challenge authority.
- Become disinterested in their schoolwork.
- Be constantly tired or preoccupied.
- Be wary of physical contact.
- Be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- Display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.
- Acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse
The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood, and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders,

alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action
Any child in any family in any pre-school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of concern, using a green form; and
- Seek support for yourself if you are distressed or need to debrief.

If a member of staff or volunteer is concerned about a pupil's welfare
There will be occasions when staff may suspect that a child may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill, or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the same record of concern form (Green form) to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Support process as in section 7 of this policy.

If a pupil discloses to a member of staff or volunteer
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the child this is a matter for professional judgement. If they jump in immediately the child may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with a child/ren staff will:

- Allow them to speak freely.
- Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'you are doing the right thing in talking to me'.
- Not be afraid of silences – staff must remember how hard this must be for the pupil.
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this.
  (**However**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)
- At an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong.
- Tell the pupil what will happen next.
- Let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day.
- Report verbally to the DSL
- Write up their conversation as soon as possible on the record of concern form (Form C – Green form) and hand it to the DSL; and
- Seek support if they feel distressed or need to debrief.

Escalation Process
DSL should inform staff within one working day the action they have taken. This must be recorded on the green form and signed by the staff member who filled in record of concern. If a staff member is not happy at the outcome, they can take this to the DSL Director. If they still are not satisfied, they can phone 'Family Connect' themselves.

If the DSL feels that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, they will follow the LSCB escalation process.
All staff also know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child, and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.

Notifying parents
Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from social care, or in some circumstances police, where necessary.
Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Local Safeguarding Children Board/Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

27. Making a referral to Children's Social Care
Keeping Children, Safe in Education 2026 emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advice on the response to safeguarding concerns. The DSL will make a referral to Children's Social Care (and if appropriate the Police) if it is believed that a pupil is suffering or is likely to suffer significant harm.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

Keeping Children Safe in Education 2026 also emphasises that **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Statutory assessments
Children in need
A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm
Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

28. Submitting child protection referrals

Making a Safeguarding Referral for Children:

Before making a referral - please take a look at the **Spectrum of Support document** to decide whether your concerns require a referral to Children's Social Care.

For all new referrals, please call Family Connect on **01926 414144** and follow the options to ensure you receive the appropriate response.

Information Required for a Comprehensive Referral:
-**Child Details:** All known details about the child.
-**Family Composition:** Including siblings and, if possible, extended family members and anyone important in the child's life.
-**Nature of Concern:** The nature of the concern and its immediacy.
-**Previous Support:** Details of any work/support provided to the child or family to date.
-**Parental Notification:** Whether parents/carers have been informed of the concern. Consent from the parents/carer is required unless it places the child at further risk.

Lines are open:

Monday to Thursday - 8.30am – 5:30pm
Friday - 8.30am – 5:00pm

Out of hours - if you need to get in touch out of usual office hours, please contact the Emergency Duty Team immediately on 01926 886922.

Emergencies - if you think that a child is at immediate risk, contact the police immediately on 999.

NB If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated

social worker, **not** to the Family Connect Team. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, **not** to the Family Connect Team.

Staff may seek support directly from the Education Safeguarding Manager should they consider that necessary.

29. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the Early Support process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

- The situation is an emergency and the DSL, the deputy DSL, the head teacher and/or the chair of governors are all unavailable.
- They are convinced that a direct report is the only way to ensure the pupil's safety; or
- For any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or head teacher at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the Family Connect Team (details above) or seek support from the Education Safeguarding Manager via 01926 742525.

30. What will Children's Social Care do?

Children's Social Care should make a decision about the type of response that is required within one working day of a referral being made; and should let the referrer know the outcome. This will include determining whether:

- The child requires immediate protection and urgent action is required.
- Whether the child is in need and should be assessed under section 47.
- There is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47.
- Any services are required by the child and family and what type of services; and
- Further specialist assessments are required in order to help the local authority to decide what further action to take.

The school will follow up if this information is not forthcoming and if, after a referral, the child's situation does not appear to be improving, the school will consider following Warwickshire's escalation procedure to ensure the referred concerns have been addressed and, most importantly, that the child's situation improves.

If Children's Social Care decide to carry out a statutory assessment, school staff will do everything they can to support that assessment, led and supported by the designated safeguarding lead (or deputy) as required.

31. Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures, the subject of bullying is addressed at regular intervals in PSHE education.
If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the manager and the DSL will consider implementing early support or child protection procedures.

Please also refer to issues in relation to children who are sexually harmful or abusive towards other children below.

32. Children with sexually harmful or inappropriate behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures as above where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

When dealing with abuse of pupils by other pupils, staff will be mindful of the potential for prejudice-based bullying; racist, disability, homophobic and transphobic abuse; gender-based violence and teenage relationship abuse. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Members of staff who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns and report them to the DSL as soon as
possible, as with any other safeguarding concern.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community.
Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.
Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care.
The school will also be informed by the Police or Children's Social Care about referrals made directly

to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by pupils inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under WSCB inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.
In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.
In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clearcut, the school may seek consultation and advice from SIBS and/or the Education Safeguarding Manager.

In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually harmful or aggressive behaviour;
- the context of the abusive behaviours;
- the child/young person's development, family and social circumstances;
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The school is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

33. Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) In exchange for something the victim needs or wants, and/or
(b) For the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Victims of CSE can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom

and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

This form of criminal activity and exploitation is referred to as **County Lines**.

Indicators of child sexual exploitation and other associated criminal exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, not all children with these indicators will be exploited and child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
  Family members or other connections involved in adult sex work.
- Having a physical or learning disability; and
- Being looked after (particularly those in residential care and those with interrupted care histories).

The school teaches children about consent and the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and criminal – including county lines - exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care via the Family Connect Team as with any other child protection concern and with particular reference to

local safeguarding partnership Child Sexual Exploitation procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under WSCB inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

34. So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include 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.

Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so-called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

35. Female Genital Mutilation

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation
Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. *(See school or LSCB guidance for further information).*

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

From October 2015, practitioners will be subject to a statutory duty as defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police where she or he discovers that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Practitioners in that situation will record their concerns and inform the DSL, who will ensure that an appropriate report is made to the Police. However, teachers will have a responsibility to report directly to the Police if they have any reason to believe that their concerns have not been reported to the Police.

36. Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

37. Radicalisation and Extremism

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the school's strategy for protecting children from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values, including 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. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the

Police PREVENT team and in the interests of making proportionate responses, the school may offer support to children and their families through the provision of early support as appropriate. However, as a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The pre-school expects all staff, volunteers, directors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Code of Conduct will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

38. Children who are looked after or were previously looked after

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

39. Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social
Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

40. Domestic abuse

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- Psychological.
- Physical.
- Sexual.
- Financial; and
- Emotional 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.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early support.

41. Homelessness

In most cases school and college staff will be considering homelessness in the context of children who live with their families. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the *Local Housing Authority* so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

42. Special Circumstances

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school/college will access guidance highlighted in Keeping Children Safe in Education 2026, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school/college will seek to support pupils/students in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate.

43. Related safeguarding portfolio policies

- Code of Conduct
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaints procedure
- Tackling bullying
- Physical contact
- Whistleblowing
- SEN
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary
- CCTV and Monitoring Policy

Reference Documents

Reference Documents

Keeping Children Safe in Education (DfE 2026)

Working Together to Safeguard Children (DfE 2023)

WSCB Inter-agency Safeguarding Procedures - https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-youngpeople/interagency-safeguarding-procedures

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service)

Safeguarding children and protecting professionals in early years settings: online safety considerations for managers

What to do if You're Worried a Child is being Abused 2015 - Advice for Practitioners (HMG 2015)

Children missing education - Statutory guidance for local authorities (DfE 2016)

Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2017)

This policy was adopted by: Sarah Wilkes	Date: 31/08/2026
Interim Review by:	Date:

To be reviewed: 01/09/2026	Signed: 