



## **Worcestershire County Council Safeguarding Children Policy**

**(Including Child Protection)**

**Adopted by: *Sedgeberrow C of E First School and Preschool***

**Date of Adoption: *September 2025***

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### **Policy Review and Governance**

- **Reviewed by: Full Governing Body**
- **Review Cycle: Statutory – Annually**
- **Last Reviewed On: October 6<sup>th</sup> 2025**
- **Next Review Due: October 6<sup>th</sup> 2026**

**Chair of Governors Signature: Print Name: [Mike Xifaras]**

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### **Safeguarding Leadership and Responsibilities**

<b>Role</b>	<b>Name</b>
<b>Governor Lead for Safeguarding</b>	<b>Mr Chris Dunford</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Mr Phil Croke</b>
<b>Prevent Lead</b>	<b>Mr Phil Croke</b>
<b>Child Exploitation (GET SAFE) Lead</b>	<b>Mr Phil Croke</b>
<b>Online Safety Lead</b>	<b>Mr Phil Croke</b>



## **Safeguarding and Child Protection Policy**

### **Sedgeberrow C of E First School and Preschool**

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#### **Status & Review Cycle:**

**Reviewed Annually**

**Next Review Date:** October 2026

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## **Section 1: Sedgeberrow C of E First School and Preschool**

### **Safeguarding Statement**

At Sedgeberrow C of E First School and Preschool, we are unwavering in our commitment to safeguarding and promoting the welfare of all children and staff. Every child has the right to feel safe, valued, and respected, and to grow and thrive in a nurturing environment.

Safeguarding is central to our ethos and daily practice. We are committed to:

- Creating a safe, supportive environment where children feel secure, are encouraged to talk, and are listened to
- Maintaining robust safeguarding policies and procedures that are consistently applied and regularly reviewed
- Ensuring all staff and volunteers are trained to recognise signs of abuse and neglect and respond appropriately
- Working in partnership with families, external agencies, and the wider community
- Promoting a culture of vigilance where safeguarding is everyone's responsibility

We follow statutory guidance including:



- *Keeping Children Safe in Education (KCSiE) 2025*
- *Working Together to Safeguard Children (2018)*
- *Children Acts 1989 and 2004*
- *Children and Families Act 2014*
- *Section 175 of the Education Act 2002*
- *Education (Independent School Standards) Regulations 2014*
- *Non-maintained Special Schools (England) Regulations 2015*

Our policy aligns with the procedures of the **Worcestershire Safeguarding Children Partnership (WSCP)** and reflects both local and national expectations.

We expect all staff, governors, and volunteers to uphold the highest standards of professional conduct in safeguarding children.

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### **Key Personnel**

- **Designated Teacher for Children in Care:** Phil Croke
- **Online Safety Co-ordinator:** Phil Croke
- **Deputy DSL:** Mrs Caron Philpott
- **Safeguarding in Education Adviser (WCF):** Denise Hannibal
- **Local Authority Designated Officer (LADO):** [Insert Contact]
- **Channel Chair:** Paul Kinsella, Advanced Public Health Practitioner
- **Family Front Door:**
  - Core Hours: 01905 822666
  - Out of Hours/Weekends: 01905 768020



At Sedgeberrow C of E First School and Preschool, safeguarding and promoting the mental, emotional, and physical welfare of children is a fundamental priority. Everyone who works or volunteers with us has a role to play in safeguarding and child protection.

Safeguarding goes beyond child protection and includes areas such as:

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

This policy must be followed in all situations where a child's safety or wellbeing may be at risk. It applies to all staff, including temporary, agency, contractors, and volunteers.

We recognise that some children may be more vulnerable due to their circumstances, including Looked After Children and those with SEND. We follow Worcestershire County Council's **Multi-Agency Levels of Need** guidance and use their systems for early help and child protection referrals. DSLs ensure all staff are aware of reporting procedures and receive regular safeguarding updates.

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### **Contextual Safeguarding**

We ask: *"What are we protecting our children from?"*

Staff are made aware of local safeguarding concerns and receive regular briefings.

Community issues are considered in PSHE/RSE curriculum planning.



## Training

- All staff complete safeguarding training during induction.
  - Annual safeguarding training and regular local updates are mandatory.
  - DSLs attend Local Authority and multi-agency safeguarding meetings.
  - DSLs and deputies attend network meetings and CPD as required by **KCSIE 2025**.
  - DSLs share local safeguarding issues in staff briefings.
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## Child Protection and Abuse

Child abuse includes physical, emotional, and sexual abuse, neglect, and exploitation (e.g. CCE, CSE, County Lines, Modern Slavery). Staff must be trained to recognise both familial and extra-familial risks.

We are especially mindful of the increased risks for children with additional needs or those identifying as LGBTQ+, and ensure appropriate pastoral and communication support is in place.

All staff must read:

- **KCSIE 2025 Part 1 & Annex B** (for those working directly with children)
- **KCSIE Annex A** (for those not working directly with children)
- **KCSIE Part 2** (for governors/trustees)

Records of compliance will be maintained.

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## Reporting Concerns

- All concerns must be reported immediately to the **Designated Safeguarding Lead (DSL)**.
- A qualified DSL will always be available during school hours.
- During holiday provision, DSL access will be via phone.
- Staff must use **My Provision Map** to record concerns and also speak directly with the DSL.



- The DSL role is part of the Senior Leadership Team and included in job descriptions.

### **Section 3: Our Commitment**

At **Sedgeberrow C of E First School and Preschool**, we recognise that staff and volunteers, through daily contact with children, are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation, and exploitation. We also understand that children may not always be ready to talk about their experiences, especially if they do not yet recognise them as harmful.

To safeguard and promote the welfare of all children, we commit to:

#### **Creating a Safe Culture**

- Embedding robust safeguarding policies and procedures where children feel secure, are encouraged to talk, and are listened to.
- Maintaining a *zero tolerance* approach to child-on-child abuse, including sexually harmful behaviour, racism, and homophobia—"**It Can Happen Here**" ethos.
- Ensuring all children know which adults they can approach with concerns.
- Teaching children how to keep themselves safe from all forms of abuse, including:
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (CCE)
  - Female Genital Mutilation (FGM) – Statutory Guidance
  - Forced Marriage
  - Extremism and Radicalisation – Channel Guidance
  - Child-on-child abuse

#### **Supporting Our Staff**

- Providing ongoing safeguarding training and professional development.
- Addressing concerns early and making robust referrals, including mandatory reporting where required.
- Building strong links with external agencies and sharing information proactively.



- Monitoring and supporting children on child protection plans and contributing to their implementation.
- Keeping detailed, secure records of concerns, including:
  - A comprehensive summary of the concern
  - Details of the incident
  - Actions taken and outcomes
- Ensuring safe recruitment practices.
- Ensuring all staff and volunteers understand their safeguarding responsibilities through annual and ongoing CPD.
- Helping parents and carers understand our safeguarding responsibilities.
- Monitoring children who are persistently absent or missing, and notifying the local authority in line with *Children Missing in Education* protocols.
- Maintaining clear procedures for reporting **Low-Level Concerns** and allegations against staff.

### **Supporting Vulnerable Children**

We recognise that children who are abused or witness violence may struggle with self-worth and emotional wellbeing. Our school may be the only stable, secure environment in their lives. We support all children through:

- Staff conduct aligned with safeguarding policies.
- Curriculum design that teaches children how to stay safe, including online.
- Daily practice rooted in our school's ethos, vision, and values.
- Consistent implementation of related policies (Health & Safety, Anti-Bullying, Safer Recruitment, Behaviour, Online Safety).
- Close liaison with external agencies such as Social Services, CAMHS, Educational Psychology, and Welfare Services.

In line with **KCSIE 2025**, we will, where reasonably possible, hold **two or more emergency contact numbers** per pupil. This ensures we have multiple options for contacting a responsible adult when a child is absent and identified as a welfare or safeguarding concern.



#### **Section 4: Child-on-Child Harmful Sexual Behaviour**

At **Sedgeberrow C of E First School and Preschool**, we recognise that children are capable of abusing their peers. This abuse may include:

- Physical abuse
- Sexual violence and harassment
- Sexting (youth-produced sexual imagery)
- Initiation/hazing-type violence
- Online abuse

We acknowledge the **gendered nature** of child-on-child abuse—girls are more likely to be victims and boys more likely to be perpetrators. However, all forms of abuse are unacceptable and will never be tolerated or dismissed as “banter,” “part of growing up,” or “just having a laugh.”

#### **Our Ethos and Response**

Our school’s values, ethos, and behaviour policies provide a clear framework for recognising and responding to abuse. We are committed to:

- A culture of **“It Can Happen Here”**
- Challenging all behaviours that create a hostile, intimidating, or degrading environment
- Taking all incidents seriously, whether reported or observed
- Supporting both victims and those falsely accused
- Ensuring disclosures are handled sensitively, with anonymity protected where appropriate
- Taking positive action to support groups disproportionately affected by sexual violence or harassment

#### **Understanding Sexual Harassment**

Sexual harassment may include (but is not limited to):

- Sexual comments or name-calling



- Lewd remarks about appearance or clothing
- Sexual “jokes” or taunting
- Deliberate physical contact or interference with clothing
- Displaying sexual images or drawings
- **Upskirting** (a criminal offence)
- Online sexual harassment

### **Sexual Violence – Legal Definitions (Sexual Offences Act 2003)**

- **Rape:** Non-consensual penetration of the vagina, anus, or mouth with a penis
- **Assault by Penetration:** Non-consensual sexual penetration with any body part or object
- **Sexual Assault:** Non-consensual sexual touching

**Consent** must be freely given and can be withdrawn at any time.

- A child under 13 **cannot legally consent** to any sexual activity
- The age of consent is **16**
- Sexual activity without consent is **rape**

### **Sexting (Youth-Produced Sexual Imagery)**

Both consensual and non-consensual sharing of nude or semi-nude images/videos will be treated seriously. We follow national guidance on managing such incidents and use the DfE’s guidance on **searching, screening, and confiscation:**

🔗 [Searching, screening and confiscation in schools – GOV.UK](#)

### **Our Support Approach**

We will:

- Never tolerate child-on-child abuse
- Lead a culture of vigilance and proactive safeguarding
- Follow national and local guidance for managing incidents
- Report all instances of **upskirting**



- Consider the mental health, behaviour, attendance, and academic impact on affected pupils
- Use the **NSPCC Hackett Continuum** to understand and respond to sexualised behaviour:
  - 🌀 Understanding sexualised behaviour in children – NSPCC Learning

### **Section 5: Emotional Health, Wellbeing and Mental Health Support**

At **Sedgeberrow C of E First School and Preschool**, we recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

#### **Our Commitment**

We play a vital role in supporting the mental health and wellbeing of all our learners. We are committed to:

- Ensuring all staff understand that mental health concerns may be linked to safeguarding issues.
- Considering the impact of **Adverse Childhood Experiences (ACEs)**, which can have long-term effects into adulthood.
- Having clear systems in place to identify, escalate, and refer mental health concerns, with clear lines of accountability.

#### **Signs of Emotional Wellbeing Concerns**

Staff are trained to be vigilant for signs that may indicate a child is struggling with their mental health, including:

- Repeated or unexplained physical injuries
- Changes in eating or sleeping habits
- Social withdrawal or isolation
- Noticeable changes in mood or activity levels
- Decline in academic performance
- Talking or joking about self-harm or suicide



- Substance misuse
- Expressions of hopelessness, failure, or low self-worth

### **Curriculum and Staff Training**

- Our **RSE and PSHE curriculum** supports pupils in developing the skills and understanding to keep themselves and others physically and mentally healthy.
- Staff receive training to understand how trauma and adverse experiences can affect behaviour, learning, and wellbeing.

### **Support Systems in Place**

We have an established **SEND and Wellbeing Team**, which includes access to:

- **Play Therapy**
- **Talk and Draw** interventions
- **Mental Health Leads** working closely with the DSL

Examples of our approach include:

- Tailoring lesson content to meet the specific emotional needs of our pupils, with a focus on help-seeking behaviours.
- DSL collaboration with mental health leads to ensure appropriate support is in place.
- Liaison with Children's Social Care where safeguarding and mental health concerns overlap.

### **Responding to Concerns**

- Staff are expected to take all mental health concerns seriously.
- If a concern is also a safeguarding issue, it must be reported immediately to the **Senior Leadership Team (SLT)**.
- Warning signs in both pupils and staff should never be ignored.

### **Working with Families**

- We work closely with parents and carers to support the whole family, unless doing so would place the child at further risk.



- Parents are provided with clear contact routes to the **Senior Mental Health Lead** for follow-up discussions.
- At the end of each meeting, agreed next steps are recorded and a brief summary is added to the child's file.

### **Section 6: Opportunities to Teach Safeguarding**

At **Sedgeberrow C of E First School and Preschool**, safeguarding is embedded throughout our curriculum. We play a vital role in **preventative education**, which is most effective when delivered through a whole-school approach that prepares learners for life in modern Britain.

We promote a culture of **zero tolerance** for:

- Sexism and misogyny/misandry
- Hate focused on LGBTQ+ issues
- Sexual violence and harassment

This is underpinned by our **behaviour policy**, **pastoral support systems**, and a **planned programme of evidence-based RSHE**, delivered through regular timetabled lessons and reinforced across the wider curriculum.

#### **Inclusive and Age-Appropriate Curriculum**

Our curriculum is:

- Fully inclusive
- Tailored to the age and developmental stage of our pupils
- Sensitive to the needs of children with SEND and other vulnerabilities
- Clear that safeguarding laws are designed to **protect**, not **criminalise**, children

#### **Safeguarding Topics Covered**


We address safeguarding through a range of subjects and activities, including:



Topic	Delivery Methods
<b>Bullying / Cyberbullying</b>	PSHE, Assemblies, NSPCC 'Speak Out Stay Safe', Online Safety (Project Evolve), MyHappymind
<b>Drugs, Alcohol &amp; Substance Abuse</b>	PSHE, P4C (Philosophy for Children), Assemblies
<b>Online Safety / Mobile Technologies</b>	Online Safety lessons (Project Evolve), PSHE
<b>Stranger Danger</b>	Assemblies, Circle Time
<b>Fire &amp; Water Safety</b>	Assemblies, Circle Time, P4C
<b>Child-on-Child Abuse</b>	PSHE, Assemblies, Circle Time, Online Safety
<b>Sexual Violence &amp; Harassment</b>	RSE, P4C, Assemblies
<b>Road Safety</b>	Bikeability, Assemblies
<b>Domestic Abuse</b>	RSE, P4C, Circle Time
<b>Healthy Relationships / Consent</b>	RSE, P4C, Circle Time
<b>Honour-Based Violence (HBV)</b>	RSE, P4C, Circle Time
<b>Child Exploitation</b>	RSE, P4C, Circle Time



Topic	Delivery Methods
<b>Extremism &amp; Radicalisation</b>	SMSC curriculum, Assemblies, British Values (DfE guidance)

 Promoting Fundamental British Values through SMSC – GOV.UK

### **Section 7: Online Safety – Filtering and Monitoring**

At **Sedgeberrow C of E First School and Preschool**, we are committed to safeguarding children from harmful and inappropriate online content and interactions. We ensure robust procedures, filtering, and monitoring systems are in place, supported by the following policies:

- E-Safety Policy
- Acceptable Use of Technologies
- Web Filtering and Device Monitoring (via **WatchGuard**)
- Daily filter reports audited by the DSL

#### **Online Risks**

We recognise four key categories of online risk:

1. **Content** – Exposure to harmful material (e.g. pornography, racism, self-harm, extremism, misinformation)
2. **Contact** – Harmful interactions with others online
3. **Conduct** – Risky or harmful personal online behaviour
4. **Commerce** – Financial risks (e.g. gambling, scams, phishing)

#### **Whole-School Approach**

Online safety is a **continuous and integrated theme** across our policies, curriculum, staff training, and parental engagement. We:

- Embed online safety in PSHE, computing, and wider curriculum
- Ensure the DSL leads on online safety and understands filtering/monitoring systems



- Provide staff with regular training on roles and responsibilities
- Use the **Safer Schools app** on school iPads
- Teach age-appropriate online safety content
- Engage parents through workshops, newsletters, and meetings

### **Technology and Cybersecurity**

We conduct **annual reviews** of our online safety approach to reflect evolving risks, including the use of **Artificial Intelligence (AI)**. We use:

- **National Education Network** for support
- **DfE Cyber Security Standards** for schools and colleges
- The DfE's '**Plan Technology for Your School**' service for self-assessment and personalised recommendations

### **Mobile Phone Use**

We promote **healthy phone use** through:

- Clear policies restricting phone use during the school day
- Curriculum teaching on digital wellbeing and responsible use
- Staff modelling positive digital behaviour
- Parent partnerships to support digital boundaries
- Open communication between home and school
- Workshops and resources for families

We recognise the risks of unrestricted mobile internet access (e.g. 3G/4G/5G), including cyberbullying, inappropriate content, and image sharing.

### **Filtering and Monitoring Responsibilities**

Our **Governing Body** ensures:

- Appropriate filters and monitoring systems are in place and reviewed regularly
- Leadership and staff are trained and understand how to manage and escalate concerns



- Proportionality is considered based on pupil age, access frequency, and safeguarding risks

We use:

- **Senso** for monitoring
- **WatchGuard** for filtering

We follow **DfE Filtering and Monitoring Standards** to:

- Review provision annually
- Block harmful content without disrupting learning
- Implement effective monitoring strategies

### **Staff Responsibilities**

All staff:

- Understand their role in online safety
- Receive appropriate training
- Follow policies and procedures
- Act on concerns and reports
- Work under clear guidance to ensure safe online learning

The DSL regularly reviews standards and liaises with IT staff or service providers to ensure compliance and improvement.

### **Section 8: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

#### **Overview of Criminal Exploitation**

**Child Criminal Exploitation (CCE)** is an umbrella term that includes:

- **Child Sexual Exploitation (CSE)**
- **County Lines**
- **Child Trafficking and Human Slavery**

At **Sedgeberrow C of E First School and Preschool**, we view all children (0–18 years) involved in exploitation as **victims**, not perpetrators. We advocate for children to be treated as such, avoiding the **adultification** of older teenagers.



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## Child Sexual Exploitation (CSE)

CSE involves exploitative relationships where children receive something (e.g. food, accommodation, drugs, alcohol, gifts, money, or affection) in exchange for sexual activity. It affects both boys and girls.

Key characteristics include:

- An imbalance of power
- Coercion, intimidation, or enticement
- Pressure from peers, sexual bullying, cyberbullying, and grooming
- Often no visible signs of abuse

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## County Lines

County Lines involves gangs using children and vulnerable individuals to transport drugs and money. This often includes:

- **Cuckooing** – taking over the homes of vulnerable adults
- Exchange of goods or status in return for criminal activity
- Exploitation through coercion or manipulation

**Staff must report any suspicions of County Lines exploitation to the DSL immediately.**

The DSL will:

- Refer to **Worcestershire Levels of Need**
- Consider referral to **Family Front Door**
- Complete a **GET SAFE Risk Assessment**  
 Get Safe | Worcestershire County Council

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## Child Trafficking & Human Slavery

We stay up to date with guidance and resources from:





- **GET SAFE**
- **Worcestershire County Council Multi-Agency Exploitation Team**

Our school accesses support and training to identify and respond to these forms of exploitation.

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### **Children Missing from Education (CME)**

We follow statutory guidance and local protocols:

- Notify the local authority of irregular attendance or when a child is removed from roll
- Refer to:
  -  Statutory Guidance: Children Missing in Education
  -  Attendance and CME | Worcestershire County Council

We maintain a separate **Attendance Policy**.

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### **Elective Home Education (EHE)**

When a parent/carer intends to home educate:

- We notify **Worcestershire County Council** of all deletions from the admissions register
- We aim to hold a meeting with parents to ensure informed decisions
- For children with vulnerabilities, we assess the safeguarding risks and collaborate with partners to inform planning

We maintain a separate **Home Education Policy**.

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### **Homestay Exchange Visits (UK)**

When arranging homestays for visiting children:

- The school is the **regulated activity provider**



- We obtain **DBS enhanced certificates with barred list checks** for responsible adults
- We assess the suitability of hosts, including other household members aged 16+
- Criminal record information is considered alongside other suitability factors

### **Homestays Abroad**

When arranging homestays abroad, **Sedgeberrow C of E First School and Preschool** will:

- Liaise with partner schools to agree on safeguarding arrangements
- Consider contacting the relevant foreign embassy or High Commission to explore possible background checks
- Use professional judgement to assess the suitability and safety of arrangements
- Provide pupils with emergency contact details for use in uncomfortable or unsafe situations

### **Privately Arranged Homestays**

Where homestays are arranged privately by parents or pupils, the school is **not** the regulated activity provider and is not responsible for vetting or safeguarding arrangements.

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### **Violence Against Women and Girls (VAWG) and Honour-Based Abuse (HBA)**

**Honour-Based Abuse (HBA)** is a **child protection issue** and a violation of human rights. It can result in significant harm, including physical, sexual, emotional, and psychological abuse—and in extreme cases, death.


#### **Reasons cited for HBA include:**

- Protecting family 'honour'
- Controlling perceived sexual behaviour or identity (e.g. LGBTQ+)
- Strengthening family ties
- Upholding cultural or religious ideals
- Preventing 'unsuitable' relationships



- Assisting immigration claims
- Perceived immoral behaviour (e.g. dress, makeup, phone use)

#### **School Response:**

- Staff receive training to identify and respond to HBA
  - The DSL will refer concerns to **Children's Social Care, Police**, and the **National Forced Marriage Unit**
  -  The Right to Choose – Government Guidance on Forced Marriage
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#### **Female Genital Mutilation (FGM)**

FGM is a **criminal offence**, a form of **child abuse**, and **violence against women and girls**. Since October 2015, teachers have a **statutory duty** to report known cases of FGM in girls under 18 to the police.

#### **Types of FGM:**

1. **Type 1 – Clitoridectomy:** Partial/total removal of the clitoris
2. **Type 2 – Excision:** Partial/total removal of the clitoris and labia minora
3. **Type 3 – Infibulation:** Narrowing of the vaginal opening
4. **Type 4 – Other procedures:** Pricking, piercing, incising, cauterising, scraping

#### **School Response:**

- Staff are trained to discuss concerns sensitively with families and communities
  - All staff are aware of the latest guidance and mandatory reporting requirements
  - Failure to report known cases may result in disciplinary action
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#### **Forced Marriage**

Forced marriage is a **safeguarding concern**. Since **February 2023**, it is a criminal offence to cause a child to marry before their 18th birthday—even without coercion or violence. This includes **non-legally binding ceremonies**.

#### **School Response:**



- Staff understand their role in identifying and reporting concerns
- The DSL will contact the **Forced Marriage Unit** for advice or support
  - 📞 **Contact:** 020 7008 0151
  - ✉️ **Email:** fmu@fco.gov.uk
- Staff follow statutory guidance and multi-agency protocols

### **Section 9: Domestic Abuse**

Domestic abuse can involve a **single incident** or a **pattern of behaviours**, and may include:

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

Children can be **direct victims** of domestic abuse or may be affected by witnessing it in the home. They may also experience abuse in their own intimate relationships (known as **teenage relationship abuse**). All forms of domestic abuse can have a **long-term impact** on a child's health, wellbeing, development, and ability to learn.

#### **Legal Definition**

The **Domestic Abuse Act 2021** introduced the first statutory definition of domestic abuse, recognising children as victims in their own right if they see, hear, or experience the effects of abuse.

Key points:

- Applies to individuals aged **16 or over** who are **personally connected**
- Includes **intimate partner violence, family abuse, teenage relationship abuse, and child-to-parent abuse**
- Recognises **coercive control, economic abuse, and emotional harm**
- Victims can be of **any gender, age, ethnicity, sexuality, or background**



The government has issued **statutory guidance** to support professionals working with victims and perpetrators, including the impact on children.

### **Teenage Relationship Abuse**

Young people may experience domestic abuse in their own relationships. If either party is under 16, the statutory definition does not apply—but **safeguarding procedures must still be followed**. Both victims and perpetrators should be offered support.

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### **Multi-Agency Risk Assessment Conference (MARAC)**

If a victim of domestic abuse is identified as **high risk**, the DSL will consider a referral to **MARAC**.

- MARAC brings together multiple agencies to create a coordinated action plan
- It supports victims and links with other public protection procedures
- MARAC does **not replace** a referral to **Children's Social Care**
- The DSL will lead and ensure continued support for affected children

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### **Operation Encompass**

**Sedgeberrow C of E First School and Preschool** participates in **Operation Encompass**, including notifications relevant to our **Early Years Setting**.

- Operation Encompass alerts the DSL when police attend a domestic abuse incident involving a child
- Notifications are received **before the child arrives at school the next day**
- Staff are informed to monitor the child closely and report any changes in behaviour
- This enables timely and appropriate support for the child

Operation Encompass is successfully implemented across **Worcestershire schools**, helping police and educators work together to provide **emotional and practical support**.

### **Section 10: Safeguarding Pupils Who Are at Risk of Extremism**



The **Prevent strategy** aims to stop people from becoming terrorists or supporting terrorism. While it is rare for children to be directly involved in terrorist activity, **Sedgeberrow C of E First School and Preschool** recognises that children can be exposed to extremist influences or prejudiced views from an early age.

### **Our Commitment**

We are committed to early intervention and work closely with:

- Worcestershire County Council
- Local partners and agencies
- Families and communities

Our goal is to safeguard children and promote resilience against:

- **Extremism** – Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – The process by which a person comes to support terrorism and extremist ideologies.
- **Terrorism** – Actions intended to influence government or intimidate the public, involving serious violence, damage, or disruption, for political, religious, or ideological purposes.

### **Staff Responsibilities**

All staff must be alert to changes in behaviour that may indicate a child is at risk. Staff will:

- Use the **Prevent risk assessment** and professional judgement
- Report concerns to the **DSL** immediately
- Record concerns on **My Provision Map**
- Understand that safeguarding procedures apply to all children under 18, including those involved in **teenage relationship abuse** or **radicalisation**

### **Referral Process**

If a child is suspected to be at risk of radicalisation:

- The DSL will refer to **Children's Services**



- The DSL may contact the **local Channel lead**
- Where appropriate, cases will be referred to the **Channel Panel** for screening and support

 [Worcestershire County Council Prevent and Prevention of Extremism and Radicalisation](#)

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The DSL will complete **local Prevent training** and cascade relevant updates to staff as part of our **annual CPD programme**.

### **Due Diligence**

Due diligence checks will be carried out on any external organisations using school facilities to ensure they do not promote extremist views.

### **Recognising Vulnerability**

There is no single indicator of susceptibility to extremist ideology. Contributing factors may include:

- Family or peer influence
- Online exposure (e.g. social media, forums)
- Identity crisis or isolation
- Personal grievances or emotional distress

Staff are trained to use their judgement and act proportionately, including making **Prevent referrals** where necessary.

The DSL and deputies are familiar with **local procedures** for making Prevent referrals and liaising with the **West Midlands Counter Terrorism Unit (CTU)**.


## **Section 11: Allegations Against Staff Members and Low-Level Concerns**

### **Whistleblowing and Reporting Concerns**

All staff at **Sedgeberrow C of E First School and Preschool** are aware of their duty to raise concerns about the conduct of colleagues through the school's **confidential reporting (whistleblowing) policy**.



- Concerns about the **Headteacher** should be raised with the **Chair of Governors**.
- If the Headteacher is the **sole proprietor**, concerns should be reported directly to the **Local Authority Designated Officer (LADO)**.
- Staff must report any safeguarding concerns or allegations that a colleague (including supply staff, volunteers, or contractors) may have harmed or posed a risk to children to the **Headteacher** or **DSL**.

 Refer to Children's Social Care | Worcestershire County Council

### **Low-Level Concerns**

A **low-level concern** is any behaviour by an adult working in or on behalf of the school that:

- Is inconsistent with the staff code of conduct
- Occurs inside or outside of work
- Does **not meet the harm threshold**, but causes unease or doubt

### **Examples include:**

- Being overly friendly with pupils
- Having favourites
- Taking photos of pupils on personal devices
- One-to-one engagement in secluded areas
- Humiliating or belittling pupils

Low-level concerns may range from **inadvertent or thoughtless behaviour** to actions that could be precursors to abuse. All concerns must be recorded and addressed in line with the school's **Low-Level Concerns Policy**.

## **Section 12: Safer Recruitment**

Safer recruitment is essential to creating a safe environment for children.

At **Sedgeberrow C of E First School and Preschool**, we ensure:

- **No start dates** are allocated until all employment checks are completed



- Copies of documents verifying identity, right to work, and qualifications are kept in personnel files
- **Online searches** are conducted for shortlisted candidates (as per KCSIE guidance)
- **Risk assessments** are completed for all volunteers
  - Volunteers in **regulated activity** require a **DBS with barred list check**
  - Volunteers **not in regulated activity** require a **DBS without barred list check**
- **Right to work documents** are retained for **two years** after employment ends, then securely destroyed

We follow our **Recruitment Policy** and ensure all staff and volunteers are suitable to work with children.

### **Single Central Record (SCR)**

The **Single Central Record** is maintained by a designated member of the **office management team** and includes:

- All pre-appointment checks
- Regular audits to ensure compliance
- Clear documentation of identity, DBS status, and qualifications

### **Site Access and Visitor Protocols**

All individuals accessing the school site must:

- Report to reception
- Provide proof of identity
- Wear a name badge and appropriate **lanyard**:
  - **Staff**: School-designated lanyard
  - **DBS-verified visitors**: Lanyard allowing unsupervised access
  - **Non-DBS visitors**: Supervised at all times
- Be made aware of **safeguarding, health, and safety arrangements**



## Section 13: Confidentiality and Record Keeping

All staff, volunteers, and contractors at **Sedgeberrow C of E First School and Preschool** have a duty to share relevant safeguarding information with the **Designated Safeguarding Lead (DSL)**, Headteacher, and external agencies when appropriate. All disclosures are taken seriously.

### Handling Disclosures

- If a pupil confides in a staff member and requests confidentiality, the staff member must explain—sensitively—that the information must be shared with the DSL to ensure their safety.
- Staff must never promise total confidentiality.
- Pupils will be reassured that the matter will be handled discreetly and only shared with those who need to know.

### Record Keeping

- Accurate written records of all safeguarding concerns and incidents must be kept.
- Records are stored securely on **My Provision Map** in the pupil's **Child Protection file**.
- These files are kept separate from general pupil records and shared only when necessary, in line with **data protection laws**.

### External Contractors and Organisations

- All external individuals working on-site must follow the school's safeguarding policy, which will be shared upon arrival.
- Any safeguarding concerns must be reported directly to the DSL.

### Working with Parents and Carers

While partnership with parents is vital, there may be occasions where referrals are made without parental consent to protect the child.

We will:

- Help parents understand our safeguarding responsibilities
- Consider the child's safety before contacting parents



- Make all policies available on our website and upon request
- Maintain a robust complaints procedure
- Signpost families to support services via our **Early Help/Supporting Families Offer**, available on our website

### **Information Sharing and Transfers**

- Information may be shared with police or other agencies upon receipt of appropriate documentation, in line with data protection laws.
- When a pupil transfers to another setting, safeguarding records will be shared securely.
- The receiving school must sign a confirmation of receipt.
- Records will be retained until the pupil's **25th birth year**.

## **Section 14: Early Years Setting**

As an Early Years provider delivering the **Early Years Foundation Stage (EYFS)**, we meet the safeguarding duties set out in the **Childcare Act 2006** and related statutory guidance.

### **Safeguarding in Early Years**

We ensure:

- A safe, secure learning environment where children are always visible and heard
- A named DSL team member for the Early Years setting
- A qualified paediatric first aider is always available
- Ongoing liaison with parents/carers to support child development
- Routine health and safety monitoring
- Statutory staff ratios and qualifications are met

### **Promoting Health and Welfare**

We take steps to:

- Prevent the spread of infection



- Administer medicines and intimate care in line with policy
- Respond appropriately when children are unwell

### **Section 15: Our Responsibilities**

Safeguarding is **everyone's responsibility**. All staff, volunteers, and visitors must play a role in protecting children.

#### **Staff Responsibilities**

All staff must:

- Follow the **Staff Code of Conduct**
- Attend safeguarding induction and ongoing training
- Know how to respond to disclosures
- Read the appropriate sections of **KCSIE 2025**:
  - **Part 1 & Annex B** for staff working directly with children
  - **Annex A** for staff not working directly with children
- Report concerns to the DSL or Deputy DSL
- Be alert to signs of harm, including:
  - Bullying (including cyberbullying)
  - Peer-on-peer abuse
  - Gender-based violence
  - Sexting

#### **Early Help Awareness**

Staff should be particularly alert to children who:

- Have SEND or mental health concerns
- Are young carers
- Are frequently missing from home or care
- Misuse substances
- Are at risk of radicalisation



- Live in challenging family circumstances
- Have returned home from care

Staff must understand the **Early Help process**, including:

- Identifying emerging concerns
- Liaising with the DSL
- Sharing information with professionals
- Acting as lead professionals when appropriate
- Reviewing cases regularly and escalating to **Children's Social Care** if needed

### **Governance Responsibilities**

The **Governing Body** is responsible for:

- Determining and reviewing safeguarding policy and practice
- Ensuring compliance with statutory guidance
- Supporting the DSL and safeguarding team

### **Safeguarding Team Responsibilities**

At **Sedgeberrow C of E First School and Preschool**, the **Designated Safeguarding Lead (DSL)** team ensures that safeguarding is embedded across all aspects of school life. Their responsibilities include both strategic leadership and operational oversight.

### **Whole-School Safeguarding Responsibilities**

The DSL team will:

- Ensure all staff are vigilant, able to identify concerns, and make appropriate referrals, including to early help services
- Promote a culture of listening to children, valuing their voices and feelings
- Track progress and attainment of vulnerable pupils, especially those with a social worker or previously known to social services
- Support consistent behaviour management aligned with school policy



- Ensure staff and volunteers are trained to safeguard children on-site, off-site, and in alternative provision
  - Follow *Keeping Children Safe in Out-of-School Settings* guidance
  - Implement KCSIE 2025 updates, especially regarding SEND and safeguarding
  - Appoint a **Designated Teacher** for looked-after and previously looked-after children
  - Ensure a **Deputy DSL** is in place to maintain capacity and continuity
  - Consider the DSL's workload and ensure flexibility for urgent referrals and meetings
  - Display DSL and Deputy DSL contact details in staff areas, handbooks, and on the website
  - Uphold safe recruitment practices and respond appropriately to allegations against staff
  - Maintain a safe environment through effective health and safety policy implementation
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### **Designated Safeguarding Lead Responsibilities**

The DSL is responsible for:

- Leading both strategic and operational safeguarding
- Being available during term time for staff and volunteers to discuss concerns
- Referring suspected or actual child protection issues to appropriate agencies
- Keeping the Headteacher informed of safeguarding matters
- Ensuring the safeguarding policy is current and aligned with statutory guidance
- Staying updated with national and local safeguarding developments
- Attending enhanced safeguarding training every two years
- Organising staff safeguarding training and CPD
- Ensuring families are informed and involved in safeguarding processes



- Ensuring multiple emergency contact numbers are held for each pupil
- Facilitating communication between the school and external agencies
- Ensuring staff understand indicators of abuse, neglect, and exploitation
- Maintaining records of looked-after children's social workers and virtual school heads
- Collaborating with the Designated Teacher to ensure effective use of Pupil Premium Plus funding
- Leading on online safety and understanding filtering and monitoring systems
- Liaising with the Senior Mental Health Lead and external mental health services
- Managing allegations of abuse in line with statutory procedures
- Understanding the role of the **Responsible Adult** under PACE legislation
- Supporting staff in initiating early help assessments
- Ensuring robust reporting and recording systems are in place
- Transferring safeguarding records appropriately when pupils move schools or settings
- Identifying and reporting private fostering arrangements
- Advising on peer-on-peer sexual abuse incidents
- Tracking progress and aspirations of children known to social care
- Maintaining accurate vulnerability records in **My Provision Map**
- Submitting safeguarding data as required

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### **Safeguarding Team Meetings**

The DSL and Deputy DSL will meet regularly with the safeguarding leadership team to:

- Review current cases and outcomes
- Discuss actions from case conferences and core groups
- Reflect on DSL responsibilities under PACE legislation



- Invite other key staff as appropriate
- Record minutes of meetings for accountability and follow-up

### **Section 16: Statutory Requirements**

This policy has been developed in line with the following **statutory guidance documents**:

- **Home Office (2023)** – *Prevent Duty Guidance: Guidance for Specified Authorities in England and Wales*
- **DfE (2023)** – *Working Together to Safeguard Children*
- **DfE (2018)** – *Disqualification under the Childcare Act 2006*
- **DfE (2024)** – *Keeping Children Safe in Education*
- **DfE (2024)** – *Working Together to Improve School Attendance*
- **HM Government (2020)** – *Multi-Agency Statutory Guidance on Female Genital Mutilation*
- **HM Government (2023)** – *Channel Duty Guidance: Protecting People Susceptible to Radicalisation*
- **Home Office & Foreign, Commonwealth and Development Office (2023)** – *Multi-Agency Statutory Guidance for Dealing with Forced Marriage*

### **Additional Non-Statutory Guidance**

- **DfE (2015)** – *What to Do If You're Worried a Child Is Being Abused*
  - **DfE (2017)** – *Child Sexual Exploitation*
  - **DfE (2024)** – *Information Sharing*
  - **DfE (2024)** – *Sharing Nudes and Semi-Nudes: Advice for Education Settings*
  - **DfE (2021)** – *Teachers' Standards*
  - **DfE (2024)** – *Recruit Teachers from Overseas*
  - **DfE (2024)** – *Meeting Digital and Technology Standards in Schools and Colleges*
  - **DfE (2024)** – *Working Together to Improve School Attendance*
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## Section 17: Appendices