



# **Whitley Abbey Primary School Safeguarding and Child Protection Policy**

**Approved by  
Governors**

**Date: September 2025**

**Last reviewed on:  
September 2025**

**Next review due by:  
September 2026**

# Whitley Vision and Values

## Aims and Values

We aim...

- For everyone to be valued, safe and happy.
- To nurture the mental and physical health of everyone through our character values of; kindness, honesty, friendship, courage, resilience, and gratitude.
- To foster positive relationships, to engender an ethos of tolerance, respect and an understanding that we live in a diverse community.
- To strive to open children's minds to life's possibilities and promote citizenship amongst our children.
- To place a great emphasis on developing oracy and a love of reading and vocabulary, empowering all students, to find their voice to succeed in school and life.
- To promote high standards of teaching and learning and expect the highest levels of attainment for everyone.



## *Hand in Hand we Learn*

## Core Learning Values

A core learning value is a central belief clearly understood and shared by every member of the school community. We believe in commitment, opportunity, respect and excellence.

By **commitment** we mean that everyone

- shows loyalty to friends, colleagues and the school
- is willing to support and show care for those who need help
- is willing to work to the highest level
- keeps the school rules

By **opportunity** we mean that everyone

- develops confidence through participation
- volunteers in a variety of school situations
- considers their own strengths
- pursues individual interests in a manner which broadens horizons

By **respect** we mean that everyone

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of view and beliefs
- shows respect for the school buildings, facilities and surrounding environment

By **excellence** we mean that everyone

- is proud of personal achievement
- produces work of the highest quality
- sets high standards and personal goals for improvement
- makes best use of talents, time and resources

# Worried about a child?

If you are worried  
a child may be at risk  
of, or being neglected  
or abused, let the Multi  
Agency Safeguarding Hub  
(MASH) know on

**024 7678 8555**

Or, if out of hours Emergency  
Duty Team (EDT) on

**024 7683 2222**

**In an emergency  
always dial 999!**



**Coventry  
Safeguarding  
Children**  
PARTNERSHIP

***Safeguarding is everyone's responsibility***

# Whitley Abbey Primary School Safeguarding Contacts

Role	Name
Headteacher	Robbie Walker
Designated Safeguarding Lead	Michelle Reeve
Deputy Designated Safeguarding Leads:	Robbie Walker Sam Carter Michelle McKeogh
Named Governor for Safeguarding	Keri Husband
Chair of Governors	Keri Husband
Designated Lead for <b>Children Looked After and Previously Looked After</b>	Sam Carter
Early Help Assessment Co-ordinator:	Kerrie Holdback Early Help Assessment Co-ordinator City Wide Tel: 024 7697 6075 TEAMS
Local Authority designated officer	Nina Farrimond and Beki Habberley <a href="mailto:Lado@coventry.gov.uk">Lado@coventry.gov.uk</a>
Safeguarding in Education Adviser	Charlotte Hegarty <a href="mailto:charlotte.hegarty@coventry.gov.uk">charlotte.hegarty@coventry.gov.uk</a>
Coventry Multi Agency Hub/ MASH	<a href="mailto:MASH@coventry.gov.uk">MASH@coventry.gov.uk</a> or 024-76788555
MASH Education Representative	Claire McElroy <a href="mailto:claire.mcelroy@coventry.gov.uk">claire.mcelroy@coventry.gov.uk</a>
Prevent	<a href="mailto:Prevent@coventry.gov.uk">Prevent@coventry.gov.uk</a>
Emergency Duty Team	024 7683 2222

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# 1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2025)** as;

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment; **whether that is within or outside the home, including online**
- preventing the impairment of children's mental and physical 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.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

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

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Whitley Abbey Primary School.

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone considers themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

## 2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate *Whitley Abbey Primary School's* commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to *Whitley Abbey Primary School's* safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Whitley Abbey Primary School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

## 2.4 Safeguarding aims

2.4.1 The safeguarding aims of Whitley Abbey Primary School, in line with Keeping Children Safe in Education (**September 2025**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQA+, **Gender questioning**, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Whitley Abbey Primary School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2025)**
- **Working Together to Safeguard Children 2023**

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (**September 2025**).

2.8 This policy should be read in conjunction with the following policies;

- Allegations Against Staff or Volunteers (**CSCP**)
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Lockdown Procedure
- Data Protection Policy and Privacy Notice
- Equalities Policy
- Managing Professional Disagreements (**CSCP**)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy
- Intimate Care Policy
- ICT and Acceptable use of IT Policy
- Medicine & First Aid Policy
- Mobile Phone and Smart Technology Policy
- PSHE (including RSE) Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Safe Handling and use of Reasonable Force Policy
- Whistleblowing Policy

Links to these policies can be found in Appendix A.

## **2.9 Scope**

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of *Whitley Abbey Primary*



*School.* All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 Rather than duplicating content from Keeping Children Safe in Education (**September 2025**) in this policy, it should be understood that Whitley Abbey Primary School/ will always refer to this document as the benchmark for all safeguarding practice.

## **3 Roles and Responsibilities.**

### **3.1 The Role of the Governing Body**

3.1.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. Part 2 of Keeping Children Safe in Education (**September 2025**) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Whitley Abbey Primary School safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure Whitley Abbey Primary School consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure Whitley Abbey Primary School have an effective child protection policy, that it is published on Whitley Abbey Primary School website or a paper copy can be requested from the school office and review this annually;
- Ensure Whitley Abbey Primary School have a Staff Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors undergo safeguarding and child protection training on induction (including online safety and filters and monitoring processes) and this is regularly updated;
- Ensure Whitley Abbey Primary School contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;

- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

### **3.2. The Role of the Headteacher**

#### **3.2.1 The headteacher will;**

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that Whitley Abbey Primary School collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and

- Ensure that children's Services (from the host local authority or placing authority) have access to Whitley Abbey Primary School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2025**).

### **3.3 The Role of the Designated Safeguarding Lead**

#### **3.3.1 The Designated Safeguarding Lead (DSL) for *Whitley Abbey Primary School* is Michelle Reeve.**

**Our Deputy Designated Safeguard Leads (DDSL) in the DSL's absence are Robbie Walker, Sam Carter and Michelle McKeogh.**

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2023);
- Always be available during term time school hours for staff in Whitley Abbey Primary School to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from early help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Whitley Abbey Primary School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed<sup>1</sup>;
- Ensure all staff have read and understood Part 1 and/or Annex A of Keeping Children Safe in Education (**September 2025**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves *Whitley Abbey Primary School*;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Whitley Abbey Primary School leadership team;
- Promote a 'culture of safeguarding', in which every member of Whitley Abbey Primary School community acts in the best interests of the child;
- Ensuring Whitley Abbey Primary School knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Whitley Abbey Primary School; and
- Liaise with the headteacher regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex C of Keeping Children Safe in Education (**September 2025**).

### 3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in *Whitley Abbey Primary School*;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; Whitley Abbey Primary School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in *Whitley Abbey Primary School* that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (**September 2025**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;

- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

### 3.5 Multi-Agency Working

3.5.1 Whitley Abbey Primary School is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

3.5.2 Whitley Abbey Primary School will work with Children's Services the Police, Health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our local Family Hubs to ensure children receive appropriate, co-ordinated Early Help Assessments

<b>Woodside Family Hub</b>	<b>Upper Ride Coventry CV3 3GL</b>	<b>02476978090</b>	<b>WoodSidefamilyHub@coventry.gov.uk</b>
<b>Aspire Family Hub</b>	<b>Humber Avenue Coventry CV1 2SF</b>	<b>02476978100</b>	<b>AspireFamilyHub@coventry.gov.uk</b>

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools are a named 'relevant agency'. As such, Whitley Abbey Primary School is under a statutory duty to co-operate with published CSCP arrangements.

## 4 Types of abuse,

### Neglect and Exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of Whitley Abbey Primary School, including the multi-faceted occurrence of factors causing emotional harm. **In many cases abuse and other risks will take place concurrently both online and offline.**

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

#### 4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2023)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 an adult or adults, or another child or children.
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 persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children

	frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	<p>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.</p> <p>The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of <i>Whitley Abbey Primary School</i> policy and procedures for dealing with this.</p>
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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Whitley Abbey Primary School recognises that any child can be the victim of abuse and may benefit from early help. However, Whitley Abbey Primary School will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of Whitley Abbey Primary School day.
- is a privately fostered child.

**4.7** *Whitley Abbey Primary School* recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if *Whitley Abbey Primary School* believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;



- trafficking and modern slavery.

#### **4.8 Whitley Abbey Primary School** will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education **(2024)** to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker.

#### **4.9 Children potentially at greater risk of harm**

4.9.1 **Whitley Abbey Primary School** recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Whitley Abbey Primary School.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

#### **4.10 Children absent from Education**

4.10.1 Whitley Abbey Primary School understands that children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

4.10.2 Whitley Abbey Primary School will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

#### **4.11 Elective Home Education**

4.11.1 Whitley Abbey Primary School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016, Whitley Abbey Primary School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Whitley Abbey

Primary School to coordinate a meeting with parents where possible ideally before a final decision is made.

#### **4.12 Children requiring Mental Health support**

4.12.1 Whitley Abbey Primary School recognise that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

4.12.3 Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

4.12.4 We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should

- Staff should listen rather than advice, our first thoughts need to be thoughts of the pupil's emotional and physical safety rather than exploring 'why?'
- All disclosures should be documented on a Mental Health and Wellbeing Form including date, staff members name, main points of conversation and agreed next steps
- Staff will need to be honest with the pupil sharing who they are going to talk to for help and advice
- Staff will share disclosures with Mental Health Lead or Mental Health First Aiders this will provide support for staff member emotional wellbeing and will provide extra source of ideas and support
- Parents must always be informed

If a child gives staff a reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead must be informed immediately

4.12.5 If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

4.12.6 Whitley Abbey Primary School's Mental Health Team responsible for promoting mental health and wellbeing across school.

#### **Designated Mental Health Lead -Michelle Reeve**

**Mental Health First Aiders – Sam Carter, Sue Cowley, Jo Clarke , Danielle Bivens. Jen Lawler, Michelle McKeogh & Biliki Mustapha**

4.12.7 Further information, guidance and advice regarding mental health can be found on page **50 of Keeping Children Safe in Education 2025.**

#### **4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children**

4.13.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some

cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

4.13.2 In line with updated **Keeping Children Safe In Education (2025)** guidance, it is important to consider the Cass review, which identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

4.13.5 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

4.13.6 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

## **5 Responding to signs of abuse**

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.

- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the MASH;
- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if Whitley Abbey Primary School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but Whitley Abbey Primary School believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' guidance, which is used by Whitley Abbey Primary School to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2025**).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for

the girl's physical or mental health or for purposes connected with labour or birth. If you believe a child is at risk of FGM a referral to MASH is also required.

5.9 Whitley Abbey Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or Whitley Abbey Primary School are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on Whitley Abbey Primary School's Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

## **5.12 Child on Child Abuse**

5.12.1 Whitley Abbey Primary School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. Whitley Abbey Primary School recognise that safeguarding issues can manifest as child-on-child abuse.

5.12.2 All members of staff will be made aware of Whitley Abbey Primary School's policy and procedures with regards to child-on-child abuse. *Whitley Abbey Primary School will ensure staff understand what is meant by child-on-child abuse and the schools policy on child-on-child abuse by all* Staff will receive whole school training and reviews regarding child-on-child abuse. All staff will follow Whitley Abbey Primary School safeguarding procedures and complete relevant reports if they have concerns regarding child-on-child abuse. Staff will follow schools Positive Behaviour Policy & Anti-Bullying Policy.

5.12.3 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's Positive behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

### **Creating a supportive environment in school and minimising the risk of child-on-child abuse**

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing-type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment

### **Ensure staff are trained to understand:**

How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”

That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report.

For example:

- Children can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of staff may overhear a conversation
- A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it

- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will work together with The Headteacher to investigate, follow up and produce a safety plan and actions to support all pupils involved. This may include sanctions, referrals to other agencies and work/interventions and risk assessments to support pupils involved.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Whitley Abbey Primary School will investigate this by

### **Procedures for dealing with allegations of child-on-child abuse**

If a pupil makes an allegation of abuse against another pupil:

- Staff must record the allegation and tell the DSL, but do not investigate it
- If needed the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will work together with The Headteacher to investigate and record the incident/report. They will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. A record of the incident report will be recorded on our electronic safeguarding recording system CPOMS.
- The DSL and Headteacher will contact and communicate with pupils parents. They will keep parents updated of ongoing actions where possible.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

5.12.8 Whitley Abbey Primary School will adhere to guidance set out in Keeping Children Safe in Education (2025) when responding to incidents of child-on-child abuse.

5.12.9 All staff will be made aware that 'upskirting' is a criminal offence.

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

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 Whitley Abbey Primary School is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the the harm they have experienced even if they appear to have consented to the criminal activity.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 Whitley Abbey Primary School recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

**5.13.6 Whitley Abbey Primary School understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.**

#### **5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos**

5.14.1 “Sharing of consensual or non-consensual nude and semi-nude images or videos” refers to any sharing of youth-produced sexual imagery between children. This includes;

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 Whitley Abbey Primary School has a responsibility to educate children in the risks relating to ‘sharing consensual or non-consensual nude images or videos’ and how to keep themselves safe online. ***Please see our PSHE Policy including SRE we are using JIGSAW Scheme the policy is available on our website or a paper copy can be requested from the school office.***

5.14.3 Any incidents or suspected incidents of ‘sharing consensual or non-consensual nude images or videos’ should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the MASH in regards to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance ‘Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy;

5.14.5 Any incidents of ‘sharing consensual or non-consensual nude images or videos’ involving the following will result in a MASH and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;



- Immediate risk of harm.

5.14.6 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

## **5.15 Domestic Abuse**

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 Whitley Abbey Primary School recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

We are an Operation Encompass School.

Operation Encompass is a system which ensures the police contact a school before the next school day when one of their pupils has been exposed to domestic abuse. This allows a school's safeguarding team to make sure the appropriate support is in place to give the pupil the assistance they need.

School will apply standard first-day calling procedure for any absence

If the child is marked absent and parent hasn't contacted school to share the information of the child absence, school will start the first-day calling protocol immediately:

- Phone the parent/carer by around 9 am to ask for a reason for the absence
- If unanswered, school will send a follow-up **app** message or email, then will call emergency contacts on child's data if still no response.
- If contact isn't made after multiple attempts, the DSL must consider a home welfare visit and/or escalate to Children's Services.

School will treat absence as a potential safeguarding concern

Any unexplained absence should be viewed in light of the recent domestic incident, and raised with the DSL without delay. If there are existing worries (e.g. past attendance issues or social worker involvement), a timelier referral/contact/update to Children's Services may/will be necessary.

Parents please note if your child has experienced something challenging or you feel they may need additional support, please feel confident reaching out to the DSL

This process never adds blame—it allows us to be prepared and responsive, supporting children with sensitivity and care at school.

## 5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Whitley Abbey Primary School.

5.16.2 Whitley Abbey Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (July 2022).

5.13.3 Please see the schools searching, screening and confiscation policy for further information.

## 5.17 Online Safety

5.17.1 Whitley Abbey Primary School recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. The breadth of issues can be categorised currently into four areas of risk as taken from **Keeping Children Safe In Education 2025**:

- **Content** – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, **misinformation, disinformation (including fake news) and conspiracy theories.**)
- **Contact** – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- **Conduct** – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 Whitley Abbey Primary School understand that the above can take place on a students phone or smart device (including smart watches, **smart glasses and 'air tags'**) whilst at school/college or elsewhere. Whitley Abbey Primary School have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology.

**Pupils are not permitted to use their mobile phone during the school day. Pupils are not permitted to wear smart watches or use other smart technology on the school grounds or when on an educational visit, including residential.**

Please see our policies listed below for more information.

Mobile Phone and Smart Devices Policy

Positive Behaviour Policy

Online Safety Policy

Acceptable Usage of ICT Policy

Our online safety curriculum highlights pupils being safe online and safe use of smart devices.

5.17.3 Whitley Abbey Primary School has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns.

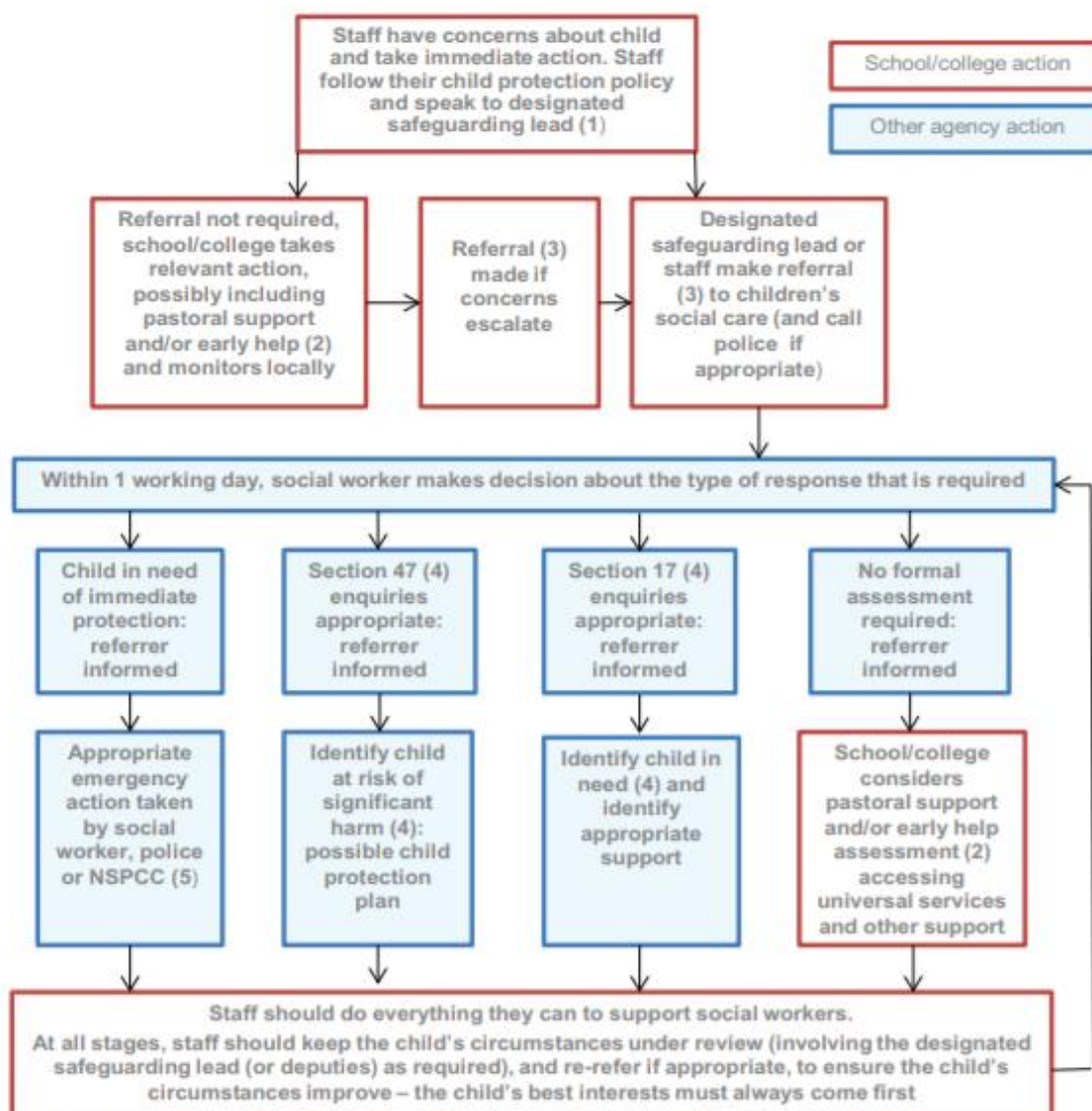
The school has established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and pupils. The effectiveness is regularly reviewed with staff awareness in how to escalate concerns. The school uses Impero Education to monitor and filter content for both staff and pupils.

Pupils – The Head teacher and DSL are alerted by email, this is then escalated if a safeguarding concern to the safeguarding team to investigate with the pupil; An online incident report form may be needed to be completed depending on the incident and results and outcome will be recorded on the pupils CPOMS records. Communication may be needed with parents depending on the outcome and safety concern. The filters and monitoring will be constantly reviewed with sanctions as we refine our practice.

Staff- The Headteacher is alerted by email and together with DSL will investigate this. An online incident report form will be completed and outcomes identified. This may trigger the school's **“managing allegations” procedure**, as outlined in KCSIE and wider safeguarding practice.

The filters and monitoring will be constantly reviewed with sanctions as we refine our practice.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

5.18 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. Whitley Abbey Primary School will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH ([mash@coventry.gov.uk](mailto:mash@coventry.gov.uk)) and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.18.1 If a child's situation does not appear to be improving following a referral, Whitley Abbey Primary School may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely. **Records will be clear, factual, comprehensive, actioned and outcome noted.**

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 Whitley Abbey Primary School keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS)

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). Once received by the new school, this school will not retain the information.

6.6 Whitley Abbey Primary School will seek to hold at least two emergency contacts for every child.

6.7 All data processed by Whitley Abbey Primary School is done so in line with the General Data Protection Guidelines and the Data Protection Act (2018) and **Information Sharing (2024). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** Please see the following policies for additional information;

Privacy notice

Child Friendly Privacy Notice

Freedom of Information Policy

Data Protection Policy May 2024

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education **(September 2025).**

## 7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins *Whitley Abbey Primary School*.

7.2 Parents can withdraw consent at any time and must notify *Whitley Abbey Primary School* if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

## 8 Early Help Assessment

8.1 Whitley Abbey Primary School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Whitley Abbey Primary School is committed to working closely with its neighbouring family hubs to work with families in the community to improve outcomes for children.

<b>Woodside Family Hub</b>	<b>Upper Ride Coventry  CV3 3GL</b>	<b>02476978090</b>	<b>WoodSidefamilyHub@coventry.gov.uk</b>
<b>Aspire Family Hub</b>	<b>Humber Avenue Coventry  CV1 2SF</b>	<b>02476978100</b>	<b>AspireFamilyHub@coventry.gov.uk</b>

8.2 Any child may benefit from early help, but as guided by KCSIE (2024) all school and college staff will be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

- is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

8.3 Whitley Abbey Primary School works within the Coventry Safeguarding Children Partnership's 'effective-suport-for-children-and-young-people' framework, available on the CSCP website.

## 9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Whitley Abbey Primary School has committed to training staff throughout the academic year. All staff members will be made aware of Whitley Abbey Primary School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 and/or Annex A of Keeping Children Safe in Education **(September 2025)**
- School procedures for Children Absent from Education
- Whitley Abbey Primary School Positive Behaviour Policy
- Missing Child Procedure
- The Role of DSL
- Online Safety Policy
- Attendance Policy
- Mobile Phone and Smart Technology Policy
- Working Together to Improve Attendance (Gov.UK)

9.2 Staff at Whitley Abbey Primary School will undertake the following training and awareness covering the following

- Prevent Awareness
- Mental Health Awareness
- Online Safety
- Teaching Online safety
- Prevent awareness
- Domestic Abuse Awareness
- Female Genital Mutilation
- Drug and alcohol misuse
- Child on Child abuse
- Understanding of Child Criminal and Sexual Exploitation
- Awareness of serious violence
- Sexual violence and harassment
- Data Protection and GDPR
- Early Help Awareness
- DSL briefings
- Safeguarding bulletins
- Team Teach Training
- An awareness of vulnerable children

- Vulnerable children's meetings with Early help co-Ordinator
- Attendance
- Designated Safeguarding Leads and Deputy Safeguarding Leads training
- Supporting Looked After Children
- CPOMS effective use and updates
- DSL briefings
- Ebulletins
- All Governors complete Safeguarding training, Prevent Awareness & selective Governors complete safer recruitment training

9.3 Whitley Abbey Primary School recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## 10 Safer Recruitment

10.1 Whitley Abbey Primary School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- Verification of the candidate's mental and physical fitness may also be sought.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Whitley Abbey Primary School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.



10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to Whitley Abbey Primary School who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at Whitley Abbey Primary School comply with Keeping Children Safe in Education (**September 2025**). See Part 3 of Keeping Children Safe in Education (**September 2025**) for further information.

Please see our Safer Recruitment Policy for more information. Available on the school website or a paper copy available from the school office.

## 11 Allegations of abuse against staff

11.1 Whitley Abbey Primary School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2025**) and the CSCP Guidance, '**Allegations Against Staff and Volunteers**'.

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors **Keri Husband via the school office**.

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust has:

- 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

- behaved or may have behaved in a way that indicates they may not be suitable to work with children

11.7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:

[https://myaccount.coventry.gov.uk/service/Allegations against people who work in positions of trust with children referral](https://myaccount.coventry.gov.uk/service/Allegations%20against%20people%20who%20work%20in%20positions%20of%20trust%20with%20children%20referral)

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing [lado@coventry.gov.uk](mailto:lado@coventry.gov.uk).

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Low level allegation forms are kept in the Staffroom & Safeguarding Office and should be given immediately to the Headteacher.

Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

LADO details

Nina Farrimond and Beki Habberley [Lado@coventry.gov.uk](mailto:Lado@coventry.gov.uk)

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with *Keeping Children Safe in Education 2025*, Whitley Abbey Primary School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.10 If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

11.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Whitley Abbey Primary School in managing the allegation.

11.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

### **11.13 Supply Teachers and all contracted staff**

11.13.1 Although Whitley Abbey Primary School does not directly employ supply teachers and contractors, Whitley Abbey Primary School will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.13.2 Whitley Abbey Primary School will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.13.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.13.4 Whitley Abbey Primary School will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Whitley Abbey Primary School will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

#### **11.14. Governors**

11.14.1 If an allegation or concern is about a Governor, Whitley Abbey Primary School/college will follow local procedures.

#### **11.15. Volunteers**

11.15.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

#### **11.16. Whistleblowing**

11.16.1 Whitley Abbey Primary School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Whitley Abbey Primary School's safeguarding processes to the senior leadership team.

11.16.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.16.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

#### **11.17. Complaints Procedure**

11.17.1 Whitley Abbey Primary School operates a complaint procedure which 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 are managed by the headteacher, other members of the senior leadership team and governors.

**The Schools Complaints Policy is available on the school website or a paper copy is available on request from the school office**

11.17.2 Complaints from staff are dealt with under Whitley Abbey Primary School's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

11.17.3 Complaints which escalate into a child protection concern will automatically be managed under Whitley Abbey Primary School's child protection procedures.

## **12 Promoting safeguarding and welfare in the curriculum**

12.1 Whitley Abbey Primary School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Whitley Abbey Primary School will teach children about safeguarding, including online safety

At Whitley Abbey Primary School, we teach online safety predominantly through our computing curriculum. Each term staff will deliver an online safety unit from The National College online safety (a programme aligned with UKCIS 'Education is a connected World Framework.) In addition to the above, our curriculum is fully responsive to the needs and issues that arise in school. For example, planning of the PHSE and Assemblies may be adapted to tackle online safety issue should it be prominent in the school or media.

Regular information from The National College is shared with parents regarding online safety on apps and social media. The guides shared can be the weekly sent guide (from National College) or may be a chosen topic needed to cover an online Issue that parents may need further guidance and knowledge on to support and guide their children.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Whitley Abbey Primary School/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by Whitley Abbey Primary School/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based PSHE including RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Here at Whitley Abbey we take great pride in our holistic approach, so we have adopted the Jigsaw scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement the Jigsaw approach from Nursery to Year Six and teachers adapt the scheme in order to reflect the needs of their pupils. PSHE is taught through Jigsaw's six half termly units with each year group studying the same unit at the same time to develop their knowledge, skills and understanding in:

Being Me in My World

Celebrating Difference

Dreams and Goals

Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes. Progression in skills and knowledge in PSHE are outlined in the progression grid.

Relationships Education:

Relationships Education is designed to help children to have positive and safe relationships with family, friends and online. All primary schools are required by the government to teach Relationships Education and parents cannot withdraw children from this section of the curriculum.

The areas this section of the curriculum cover are:

Families and people who care for me.

Caring Friendships

Respectful Relationships

Online Relationships

Being Safe Health Education:

Health Education will help children to make good decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others.

The areas it will cover are:

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

The changing adolescent body.

12.4 Children at Whitley Abbey Primary School will receive the following as part of our promotion of safeguarding across the curriculum:

- Anti-Bullying Workshops
- PHSE (Jigsaw Scheme ) including RSE lessons
- Online Safety training
- PCSO workshops -making safe choices/Knife crime/ travelling safely to school
- Junior PCSO's
- How to keep myself safe
- PANTS NSPCC
- Votes for Schools Assemblies
- Fire Safety
- Water Safety
- Road Safety
- Mental Health Week
- Online safety parents workshops

## **12.5 Education at home and remote education**

Whitley Abbey Primary School continues to operate under this policy and KCSIE/WTTSC when children are learning at home or at school.

## 13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Whitley Abbey Primary School recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Sam Carter.

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3 Whitley Abbey Primary School will work with Personal Advisors when children leave care (where applicable).

13.4 Whitley Abbey Primary School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

## 14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2025)**, Whitley Abbey Primary School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

## 15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate and necessary. Whitley Abbey Primary School will adhere to statutory guidance Use of Reasonable Force in school (February 2025)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must always be used as a last resort and

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Strategies to reduce the need for reasonable force

Staff will develop proactive strategies to reduce the likelihood of reasonable force and/or other restrictive interventions being used. Staff will also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- giving pupils time, space and strategies to calm down before their behaviour escalates
- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

All teaching and support staff undertake Team Teach training at Whitley Abbey Primary School. Staff complete a refresher course every 3 years to ensure they remain confident, competent, and up to date with current best practices, legal guidance, and any updates to the Team Teach programme.

Team Teach is a training approach that equips staff with a range of positive behaviour support strategies to help manage challenging behaviour in a safe, respectful, and planned way. The focus is always on de-escalation, prevention, and minimising risk.

Only when all other strategies have been unsuccessful and there is an immediate risk of harm to the child, others, or property, positive handling (physical intervention) may be used as a last resort — and only by trained staff.

The programme includes:

- De-escalation techniques
- Verbal and non-verbal communication strategies
- Risk assessment and planning
- Safe physical interventions (if absolutely necessary)
- Post-incident debrief and reflection
- Team Teach is approved and widely used across UK schools and follows the legal guidance from the Department for Education (DfE) on the use of reasonable force.

## **Recording and Reporting of Incidents**

All incidents involving physical intervention or restraint must be recorded promptly and accurately. Staff must complete an entry in the bound and numbered Team Teach incident log book, which is securely stored in the Headteacher's office. In addition, a full record must be made on CPOMS, and a scanned copy of the relevant page from the Team Teach book must be uploaded to the CPOMS entry to ensure a complete and auditable trail.

A debrief will be held with all staff involved, led by a member of the Senior Leadership Team, to reflect on the event, ensure staff wellbeing, and review any lessons learned. Where appropriate, a pupil debrief should also be carried out in a supportive and age-appropriate manner to help the child process the incident and reinforce positive behaviour strategies.

All records must be completed as soon as possible after the incident. Headteacher will regularly monitor incident logs to identify any emerging patterns or training needs, and to ensure that all responses remain proportionate, necessary, and in line with the school's behaviour and safeguarding policies.

## **16 Alternative Provision**

16.1 Whitley Abbey Primary School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that Whitley Abbey Primary School would otherwise perform in respect of its own staff. DSL will complete Alternative Provision checklist provided by Coventry City Council.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by Whitley Abbey Primary School. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between Whitley Abbey Primary School and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

## **17 Children staying with host families (see Annex D KCSIE)**

NOT APPLICABLE

## **18 Boarding schools and residential settings**

NOT APPLICABLE

## **19 Use of school premises for non-school activities**



The School may hire or rent out school or college facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

## 20. Summary

19.1 Whitley Abbey Primary School is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact Whitley Abbey Primary School.

## Appendix A

Whitley Abbey Primary School's safeguarding policy is intended to be used in conjunction with the following policies and procedures;

Whitley Abbey Primary School adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers (CSCP)
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Children's Wellbeing and Mental Health Policy
- Supporting Pupils with Medical Conditions
- Children Missing in Education Procedures
- Children with Health Needs Who Cannot Attend School
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Designated Looked After and Previously Looked After Teacher Policy
- Drop off and Collection Procedures
- Early Help
- Equalities Policy and Duty
- EYFS Policy
- Filters and Monitoring Standards Staff
- First Aid Policy
- Health & Safety Policy
- HR & Governance Policy
- ICT and Internet Acceptable Use of IT Policy
- Intimate Care Policy
- Lockdown Procedure
- Managing Professional Disagreements (CSCP)
- Missing Child Policy

- Missing Child Procedure
- Mobile Devices and Smart Phone procedure and agreement
- Online Safety Policy
- PSHE includes SRE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEN and Disability Policy
- Staff Code of Conduct
- Suspensions and Permanent Exclusion Policy
- Trips and Visits Policy
- Safe Handling and use of Reasonable Force Policy
- Whistleblowing Policy

## Appendix B – Further Safeguarding Information

### Types of Abuse

As outlined in paragraph 4.4, Whitley Abbey Primary School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2025)**, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

#### **Bullying, including cyber- or online-bullying**

Whitley Abbey Primary School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See link to curriculum here:

Bullying can take many forms and we have several policies that cover different aspects of bullying.

We have our Anti-Bullying Policy, Positive Behaviour Policy and paragraph 5.8 of this policy for further information and these acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g. online, racist, homophobic, gender, SEND-related bullying.

We keep a record of known bullying incidents, which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or being victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PHSE education. We have a duty to record and regularly report to the local governing body incidents of recorded racism within the school.

## **Child criminal exploitation (including involvement in county lines)**

Criminal exploitation involves situations where children are coerced, manipulated, or deceived into criminal activity in exchange for food, money, status, accommodation, or affection—even if the child appears to consent. This dynamic is enabled by power imbalances based on age, trust, or need. CCE may involve physical contact or technology-facilitated crime

Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

We as a school will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. (see County Lines)

Any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner. All concerns are raised with the DSL, who will liaise with outside agencies including MASH and the police if necessary.

### **County Lines**

County lines is an especially violent form of CCE where gangs use dedicated mobile phone lines to control child runners, often transporting drugs across counties and exposing them to intimidation, coercion, violence, and sometimes sexual abuse.

All concerns must be raised to DSL who will liaise with outside agencies including MASH and the police if necessary.

When there's suspicion of child exploitation—criminal or sexual—for individuals under 18, a Child Exploitation Indicator Tool is to be completed. This tool helps staff assess risk levels, inform professional judgement, and guide appropriate action and referrals

Coventry City Council – Child Exploitation Indicator Tool. A template alongside guidance available for schools to download, providing structured indicators to support assessment decisions

### **Children with a Family Member in Prison**

Whitley Abbey Primary School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Around 1 in 15 children experience the imprisonment of a parent at some point during their time at school. It can be a difficult and bewildering time for children, affecting their attendance, behaviour and concentration at school. School will access PACT Toolkit to support children with a family member in prison.

Parents please note if your child has experienced this or you feel they may need additional support, please feel confident reaching out to the DSL to support the children.

School can offer a trusted member of staff to

- Mentor pupils before and after prison visits

- Facilitate letter writing, art, or schoolwork to send to the parent
- Offer a listening ear and emotional guidance

## **Domestic abuse**

Whitley Abbey Primary School is firmly committed to safeguarding children affected by domestic abuse. We ensure that all staff understand that domestic abuse—including coercive, emotional, and controlling behaviours—has significant and lasting impacts on children’s emotional, behavioural, and academic wellbeing (see Domestic Abuse Act 2021)

We are an Operation Encompass School. It helps the school to provide silent support to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in school. This ensures that the school has up-to-date relevant information about the child’s circumstances and can enable silent support to be given to the child according to their need.

School will apply standard first-day calling procedure for any absence

Parents please note if your child has experienced something challenging or you feel they may need additional support, please feel confident reaching out to the DSL

## **Fabricated or induced illness**

At Whitley Abbey Primary School, we recognise that Fabricated or Induced Illness (FII) is a rare, yet potentially serious form of child abuse, where a caregiver may exaggerate or deliberately cause symptoms in a child. This can involve falsifying medical history, inducing symptoms physically, or manipulating test results. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue and understand the importance of reporting any concerns to the DSL. If the child is at risk of significant harm, involving Children’s Services, health professionals, and the police as appropriate.

## **Faith-based abuse**

So-called ‘honour based’ abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage and harmful practices such as breast ironing.

Honour based abuse might be committed against young people in our school who

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to avoid an arranged marriage
- want to avoid a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. Staff at Whitley Abbey Primary School will record and report any concerns about a child who might be at risk to the DSL as with any other safeguarding concern.

The DSL will consider the need to make a referral to the police and/or MASH as with any other child protection concern.

### **Female genital mutilation (A form of so-called 'honour-based' abuse)**

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. 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.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad
- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani)
- knowledge that the pupil's sibling has undergone FGM
- pupil talking about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

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 Female Genital Mutilation Statutory 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.

Signs that may indicate a pupil has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group

- reluctance to take part in physical activity
- repeated urinary tract infection
- disclosure

Teachers are subject to a statutory duty 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 personally where they discover (e.g. by means of a disclosure) 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. The mandatory reporting duty applies to all persons in Whitley Abbey Primary School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

In Whitley Abbey Primary School, teachers in this situation will record their concerns on the school's agreed reporting form and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

### **Forced marriage (A form of so-called 'honour-based abuse')**

A forced marriage is one in which one or both people do not, or cannot, consent to the marriage and pressure or abuse is used. It is different from an arranged marriage, where both individuals freely agree to the match. Forced marriage is illegal and considered a serious form of abuse.

At Whitley Abbey Primary School, we are committed to safeguarding all pupils and promoting their understanding of healthy, respectful relationships. Through our curriculum and pastoral care, we aim to help children understand their rights, value equality, and recognise when something is wrong.

We do this through:

- Our Positive Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHE including RSE
- Votes for Schools assemblies and discussions
- Strong partnerships with external agencies including:
  - The Police/PCSO's
  - Local Authority Attendance Officers
  - Children's Services (MASH)

Forced marriage can be linked to abuse and may be carried out to preserve so-called 'honour' of a family or community. The school recognises the seriousness of this issue. If a child discloses information suggesting that they, a sibling, or another child may be at risk of forced marriage, this will be treated as a safeguarding concern.

In such cases:

Staff will be inform The Designated Safeguarding Lead (DSL) immediately.

A referral will be made to Children's Services (MASH) without delay.

Parents/carers may be informed, but only if it is safe and appropriate to do so. The child's safety will always be our top priority.

The school will follow statutory guidance including 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

Staff receive training to help them recognise the signs of forced marriage and understand the procedures to follow if they have concerns.

### **Gangs or youth violence**

The school treats all violent behaviour and threats of violence with the utmost seriousness. In alignment with our Anti-Bullying Policy, Positive Behaviour Policy, and Safeguarding and Child Protection Policy, we are committed to responding promptly and effectively to any incidents that may arise.

Pupils are educated on the importance of respectful and safe behaviour through a broad and balanced curriculum, whole-school assemblies, and annual awareness events. These initiatives reinforce the message that every individual deserves to be treated with respect and dignity.

We maintain a strong and proactive partnership with parents and carers to support positive behaviour and ensure a consistent approach between home and school.

If necessary, the school will complete a Child Exploitation Screening Tool, and where appropriate, make a referral to MASH (Multi-Agency Safeguarding Hub) in accordance with local safeguarding procedures. The police will also be contacted where required to ensure the safety and wellbeing of the child and wider school community.

### **Gender-based violence**

Whitley Abbey Primary school treats all forms of gender-based violence whether physical, emotional, verbal, or online with the utmost seriousness. Behaviours rooted in gender prejudice or inequality will not be dismissed as "banter," "just growing up," or similar minimisations.

Within our PHSE (Including RSE) scheme and votes for school assemblies we cover healthy relationships, consent, and equality. Recent findings that primary school children are exposed to inappropriate behaviour and content highlight the need for early intervention.

We actively engage pupils and parents to shape an environment where respect is the norm.

Any instances of GBV are treated as serious safeguarding concerns and responded to promptly under our Child Protection, Anti-Bullying, Positive Behaviour policies. Risky strategies like forced reconciliation or restorative approaches are avoided, especially when they may harm or retraumatise victims. Victims are treated with dignity; disclosures are never dismissed or shamed. If needed referrals are made to MASH care and/or the police as appropriate.

### **Hate**

Whitley Abbey Primary School is aware a hate crime is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference. It doesn't always include physical violence.

These could be:

- verbal abuse, harassment threats or intimidation
- physical assault and violence, including sexual violence
- property damage including graffiti
- offensive mail including social media/email

### **Reporting a Hate Crime in the Community**

Anyone can report a hate crime whether they are the victim, witness or a third party. If a hate crime is taking place or in an emergency, call the police on 999. If it's not an emergency, you can call local police on 101.

### **You can also:**

- Report a hate crime - True Vision ([report-it.org.uk](http://report-it.org.uk))
- Visit any police station
- Or talk to staff at one of the reporting centres based in Coventry Libraries and Family Hubs

If it is your child at school who is being harassed, listen to them and encourage them to tell a teacher immediately and please approach the school for help and advice.

If it happens at work, tell your employer immediately, seek help from your trade union or tell the police.

### **Homelessness**

Whitley Abbey Primary School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and antisocial behaviour
- the family being asked to leave a property

Staff will share the information with DSL to ensure school offers support and help where possible. This may include Early Help support.

### **Children with a Family Member in Prison**

Whitley Abbey Primary School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Around 1 in 15 children experience the imprisonment of a parent at some point during their time at school. It can be a difficult and bewildering time for children, affecting their attendance, behaviour and concentration at school. School will access PACT Toolkit to support children with a family member in prison.



Parents please note if your child has experienced this or you feel they may need additional support, please feel confident reaching out to the DSL to support the children.

School can offer a trusted member of staff to

- Mentor pupils before and after prison visits
- Facilitate letter writing, art, or schoolwork to send to the parent
- Offer a listening ear and emotional guidance

## **Radicalisation and Extremism**

Whitley Abbey Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Prevent online training takes place every other year is also updated throughout the academic year. All school staff complete the Gov.UK Prevent awareness training online.

During this training staff will understand:

- That schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- We Promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism
- We prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language
- Signs to look out for include use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so issues can be addressed.
- Far right extremism and 'Islamic' extremism is the most prevalent in the West Midlands.

Children are taught to respect differences and to show tolerance towards others through our PSHE work, Votes for schools assemblies and discussions, and through the ethos of our school.

When necessary, a Channel Referral will be completed by DSL/DDSL's. This is available on Coventry City Council website

Channel is the safeguarding panel which supports Prevent

Led by the Local Authority, it is a programme which focuses on supporting people at an early stage who could be drawn into terrorism. It ensures people of any age, faith, ethnicity or background receive support before their vulnerabilities are exploited by those wanting them to embrace terrorism or any illegal extremist activity.

- Channel is a confidential and voluntary process that allows individuals to have the final say of accepting support or not.
- The type of support that is provided is decided upon by the individual referred and partners who will work with them. This ensures that any support that is provided is tailored to the person's needs.

- These support options are vast and include support with education, employment, housing, mental health and any other necessary challenges.
- Ideological support is also common, which may include discussion with credible ideological experts and faith leaders.

Individuals who are referred to Prevent or receive support from Channel are not criminalised and will not receive a criminal record unless a criminal offence is committed

### **Dedicated helpline for schools**

Schools now have increased support from the DfE, its Due Diligence and Counter Extremism Group (DDCEG) has been expanded and has a dedicated telephone helpline (020 7340 7264) to enable school staff and governors to raise concerns relating to extremism directly and in confidence.

Please note that the helpline is not intended for use in emergency situations, such as a child being at risk of harm or a security incident. In these situations normal safeguarding procedures should be followed.

### **Serious Violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL

If necessary DSL/staff member will contact police immediately if they are worried a child is in immediate danger and contact Children's Services (MASH) to make a referral.

**Sexual violence or sexual harassment (including child on child abuse)**

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures

- Staff member completing a cause for concern form immediately with the details of the child-on-child abuse allegation
- A discussion will happen between Headteacher and DSL together they will speak to all the children involved or affected by the situation this includes victim and alleged perpetrator and record information shared
- A call to MASH for advice or a referral may be required depending on the child-on-child allegation, information gathered and risks identified.
- Conversations will take place with parents/carers explaining the child-on-child allegation and the outcomes and actions that Headteacher and DSL have followed
- A risk assessment will be completed
- A package of support/work with children involved will be identified this could be Protective Behaviours, understanding consent work, or sexual curiosity work may need to be explored and completed.
- Referrals to other services may need to be completed

### **Sharing of consensual or non-consensual nude images and videos**

## Whitley Abbey Primary School responsibilities when responding to an incident

If a staff member is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

### **You must not:**

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to Children's Services care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Trafficking and modern slavery**

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern slavery as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at Whitley Abbey Primary School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to SPA as appropriate.

### **Types of Modern Slavery**

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples)

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding
- In addition, victims can be forced into criminal activities such as cannabis production, theft or begging.

Modern slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally to work against their will. Children and young people have an increased vulnerability to slavery. Poverty, limited opportunities at home, lack of education, unstable social and political conditions and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often for very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.
- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- Physical appearance: poor physical condition, malnourishment, untreated injuries and looking neglected
- Isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community
- Poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- Personal belongings: few possessions, wearing the same clothes each day and no identification documents
- Restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- Unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- Reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of Whitley Abbey Primary School staff suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

The DSL will seek advice and support from MASH and the Police who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

**Further advice can be provided directly by the modern slavery helpline on**

**0800 012 1700.**

### **Up-skirting**

Whitley Abbey Primary School will ensure that all staff and pupils are aware of the changes to the Voyeurism

(Offences) Act 2019 which criminalise the act of 'up-skirting'. The Criminal Prosecution Service (CPS) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is

often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders.”

Incidents of up-skirting in the school will not be tolerated. Whitley Abbey Primary School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

## **Children absent from education, home or care**

Whitley Abbey Primary School will also take action to protect;

- Children **absent from** education
- Children missing from home or care

### **Children Absent from Education**

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with Coventry City Local Authority when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage and other harmful practices.

We will ensure, we request two or more emergency contact numbers for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern. Our attendance policy is set out in a separate document and is reviewed yearly by the Governors. The school operates in accordance with statutory guidance for Children who are missing in Education

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

We have a legal duty to identify Children Missing from Education (CME) and to make sure they return to education wherever possible.

DSL/Attendance lead will complete a CME referral to the Local Authority within a maximum of 10 days absence. School will make attempts to call all contacts, make home visits and try to establish where the pupil is living and will share information with Coventry CME.

### **Children Missing from home or care**

Whitley Abbey Primary School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

‘Keeping Children Safe in Education 2025’ highlights that ‘Statutory Guidance on Children who Run Away or go Missing from Home or Care’ (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within

72 hours of their return. When necessary and in conjunction with Children's Services, Police or other relevant agencies.

Whitley Abbey Primary School will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site for the interview to take place.

## **Private Fostering**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. 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 and children may be privately fostered at any age.

Whitley Abbey Primary School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore, all staff 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 Services as soon as possible. When Whitley Abbey Primary School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Services, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

## **Indicators of abuse**

See below for possible indicators of abuse. (Taken from *what to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;



- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Whitley Abbey Primary School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.



# Whitley Abbey Primary School Safeguarding Cause for Concern Form

Name of child		Date	
Class		Time	
Staff member completing report			
Headline (summary)			
Incident			
Body map completed	YES	NO	NA
Names of staff members involved			
Reasons for completing the report (I am concerned about)			
DSL analysis of situation			
<b>DSL further information to collect</b> <ul style="list-style-type: none"> <li>• Attendance/punctuality</li> <li>• Attainment</li> <li>• School concerns</li> <li>• Historical concerns</li> <li>• Emotional well-being of the child</li> <li>• Attainment</li> <li>• Interventions in place or previously have been offered untaken</li> <li>• SEN, EAL, IEP, Behaviour plan, Thrive etc..</li> </ul>			
Actions	When	By whom	
Outcome			
Any other Agencies involved			
Any other information			

