



FOUNDED 1879

HALLFIELD SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

Head Master	Mr K Morrow	
Chair of Governors	Mr Guy Ralphs	
Staff members with responsibilities	DSL	
Subcommittee with responsibilities	Education and Safeguarding Committee	
ISI Regulatory Policy	Yes	
Date adopted by Governing Board		Autumn 2025 Pending Approval
	Date	
Date for policy review	Autumn Term 2026 (unless new legislation or incident review requires amendment)	

“Hallfield School promotes the safeguarding and welfare of children in its care; all policies support the Safeguarding and Child Protection Policy.”

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Overall Designated Safeguarding Lead (DSL)	Lizzie Sanderson (Head of Pre-Prep)	lsanderson@hallfieldschool.co.uk Internal ext. 218
Designated Deputy Safeguarding Lead (DDSL)	Eve Kirby (Wellbeing Mentor and Pupil Mental Health Lead)	ekirby@hallfieldschool.co.uk Internal ext. 223
Deputy DSLs	Keith Morrow Head Master	headmaster@hallfieldschool.co.uk Internal ext. 210
	Caitlin Williams Deputy Head of Pre-Prep	cwilliams@hallfieldschool.co.uk Internal ext. 242
	Clare Florida-James (Head of Prep)	cfjames@hallfieldschool.co.uk Internal ext. 231
	Rachael O'Rourke (Deputy Nursery Manager)	rorourke@hallfieldschool.co.uk Internal ext. 230
	Dani Woolley (Medical Officer & First Aid Lead)	dwoolley@hallfieldschool.co.uk Internal ext. 213
	Emily Baker (Head of Learning Success)	ebaker@hallfieldschool.co.uk internal ext. 267
Charlie Patel (Head of Phase - Years 3 and 4)	cpatel@hallfieldschool.co.uk internal ext. 260	
Children's Advice & Support Service (CASS, part of Birmingham Safeguarding Children Partnership)	Monday to Thursday: 8:45am to 5:15pm Friday: 8:45am to 4:15pm	0121 303 1888 Emergency out of hours: 0121 675 4806
Local authority designated officer (LADO) team		0121 675 1669 Ladoteam@birminghamchildrenstrust.co.uk
Chair of Governors	Mr Guy Ralphs	See staff room noticeboard, or c/o Bhavesh Patel, Clerk to the Governors, 48 Church Road, Edgbaston, B15 3SJ. bpatel@hallfieldschool.co.uk

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Link governor for safeguarding	Mrs Anne Oliver	aoliver@hallfieldschool.co.uk
Channel helpline (Prevent strategy)		020 7340 7264
Department for Education In an emergency relating to extremism.	dedicated telephone helpline for staff to raise concerns about extremism with respect to a pupil. Note that this is not for use in emergency situations.	020 7340 7264 counter.extremism@education.gov.uk call 999 or the confidential anti-terrorist hotline on 0800 789 321
Operation Encompass Teacher support line for supporting children experiencing domestic abuse:	Mon-Fri 8am-1pm:	0204 513 9990 Free advice from educational psychologist.
Point of contact for external bodies during Hallfield school holidays	The DSL and DDSL can both be contacted via the Front Office in the holidays.	frontoffice@hallfieldschool.co.uk 0121 454 1496

1. Aims

The school aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- › All staff are aware of their statutory responsibilities with respect to safeguarding
- › Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

Safeguarding and promoting the welfare of children is of the highest priority at Hallfield and it is **everyone's responsibility**. In order to fulfil this responsibility effectively, all members of staff should ensure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child and consciously consider the child's lived experience. No single member of staff, however, can have a full picture of a child's needs and circumstances.

The school will operate in line with the procedures of Birmingham Safeguarding Children Partnership, including Right Help Right Time (or those of other LSCPs as appropriate to the child's home address). If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. As a school, we are in an important position to identify concerns early, provide help and prevent concerns from escalating.

The principles of Right Help, Right Time are:

- Have conversations and listen to children and their families as early as possible
- Understand the child's lived experience
- Work collaboratively to improve children's life experience
- Be open, honest and transparent with families in our approach
- Empower families by working with them
- Work in a way that builds on families' strengths
- Build resilience in families to overcome difficulties

Given the presence of Years 7 & 8 at Hallfield, it is necessary for this policy to provide for contingencies more often associated with secondary age children and these are covered below as appropriate.

Those local procedures with which the school operates are:

- Birmingham Safeguarding Children Partnership threshold guidance [Right Help Right Time](#)
- [West Midlands Safeguarding Children Procedures](#)
- [Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance \(2018\)](#)

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners as 'West Midlands Safeguarding Children Procedures'.

This policy is also based on the following legislation:

- › [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment.

- › Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- › [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- › Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- › [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- › [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- › Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- › [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- › The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- › This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- › [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- › [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it’s proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there’s evidence that they’re being disproportionately subjected to sexual violence or harassment.
- › [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

3. Definitions

Safeguarding and promoting the welfare of children means:

- › 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 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
- › Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are A.I or computer-generated images that otherwise appear to be a photograph or video. Hallfield has recently extended its cohort to include pupils up to the age of 16. We understand that pupils as young as 7 years old have been known to share these images but are aware this is more of a teenage related concern and have trained staff specifically about this.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The local authority (LA)
- › Integrated care boards (previously known as clinical commissioning groups) for Birmingham and Solihull within the LA
- › The chief officer of police for a police area in the Birmingham area (Craig Guildford, Chief Constable, West Midlands Police)

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- › Have special educational needs and/or disabilities (SEND) or health conditions (see section 10)
- › Are young carers
- › May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- › Have English as an additional language (EAL)
- › Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- › Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- › Are asylum seekers
- › Are at risk due to either their own or a family member's mental health needs
- › Are looked after or previously looked after (see section 12)
- › Are missing or absent from education for prolonged periods and/or repeat occasions

- › Whose parent/carer has expressed an intention to remove them from school to be home educated

We ensure staff are aware of the existence of certain power imbalances that can facilitate child on child abuse such as

- Pupils on assisted places
- Staff children
- Children with EAL

5. Roles and responsibilities

As in Section 2, safeguarding and child protection are **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the Hallfield community and is consistent with local procedures. Our policy and procedures also apply to Nursery, Foundation, Breakfast Club, after-school clubs, Holiday provision for Reception aged children and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- › Behaviour policy
- › Pastoral support system
- › 'Jigsaw' programme of personal, social and health education (PSHE) and relationships, sex and health education (RSHE), which is inclusive and delivered regularly.

5.1 All staff

All staff:

- › must read, understand and the relevant parts of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- › All staff who work directly with children must read Part 1 and Annex B, with non-child facing staff in some circumstances just being advised to read the abridged Annex A.
- › will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- › should reinforce the importance of online safety at appropriate opportunities when communicating with parents and should be aware of the school's monitoring and filtering protocols. This includes making parents aware of what we ask children to do online within teaching and the school week. Furthermore making them aware that the DSL, Deputy DSLs and Head of Prep receive a daily email of any safeguarding issues flagged by the schools Smoothwall monitoring and filtering system.
- › will recognise the importance of pupils having a trusted adult and work to provide a safe space for any and all pupils to speak out and share their concerns, including those who are LGBT or may be starting to identify as such.

All staff will be aware of:

- › Our systems which support safeguarding, including this safeguarding and child protection policy, the staff code of conduct, the role and identity of the Designated Safeguarding Lead, DDSL Designated Safeguarding Lead and deputies, the behaviour policy, the online safety policy and the safeguarding response to children who go missing or are absent from education.
- › The early help process (Right Help, Right Time) and their role in it, including identifying emerging problems, liaising with the DSL or DDSL DSL, and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to CASS (Children's Advice & Support Service) and for statutory assessments that may follow a referral, including the role they might be expected to play.

- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines). Please note The statutory mandatory duty of reporting Child Sexual Abuse had not come into law at the time of reviewing this policy but is expected to come into force later 2025 or early 2026.

- ›
- › New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- › The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- › The fact that children can be at risk of harm inside and outside of their home, at school and online
- › That a child and their family may be experiencing multiple needs at the same time
- › What to look for to identify children who need help or protection.
- › How to spot the signs that someone may be struggling with thoughts of suicide, what to do and how to escalate. Further information can be found at www.papyrus-uk.org

Section 18 and the Staff Code of Conduct Policy for more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the Senior Team. Lizzie Sanderson, Head of Pre-Prep is the overall DSL for Hallfield and Eve Kirby is the Designated Deputy DSL.

All deputy DSL's in line with KCSIE are trained to the same level as the DSL but the arrangement at Hallfield School is Eve Kirby is the first port of call.

The DSL takes lead responsibility for child protection and wider safeguarding in the school and leads on the oversight of filtering and monitoring decisions in conjunction with the safeguarding governor. The duty to regularly review the filtering and monitoring arrangements lies with the safeguarding governor.

The DSL, DDSL and Deputy DSL's usually meet at least once a week, with the wider Welfare Team meeting fortnightly, which includes reviewing children whose situations may come within safeguarding parameters.

During term time, the DSL, DDSL and Deputy DSLs will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours, they can be contacted via the mobile phone numbers given in 'Important Contacts' at the front of this policy document or via the Front Office.

If the DSL and DDSL are absent, one or more of the deputies listed in the 'Important Contacts' section will act as cover as appropriate.

During Holiday Club, a deputy DSL can be found in Hallfield *First* or via the contact details in 'Important Contacts' in order to provide guidance and support.

The DSL, DDSL and Deputy DSLs will be given the time, funding, training, resources and support to:

- › Provide advice and support to other staff on child welfare and child protection matters
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (CASS, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- › Have a good understanding of harmful sexual behaviour

The DSL will always ensure the Head Master is informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The DSL, DDSL and Deputy DSLs will also:

- › liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL, DDSL and deputies are set out in their job descriptions.

5.3 The governing board

The governing board will:

- › Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- › Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Master to account for its implementation
- › Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and Hallfield's local multi-agency safeguarding arrangements
- › Must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

[The Use of Reasonable force: Guidance for Head Teachers, staff and Governing Bodies \(2013\)](#)

Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autism' (2012)

Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'.

There is separate guidance on the use of force by staff in Further Education colleges: www.aoc.co.uk and applies to school pupils who receive some of their education in an FE college.

- › Appoint a link governor for safeguarding to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- › Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- › Ensure that the school has appropriate and monitoring systems in place, and review their effectiveness. This includes:

- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- › Make sure:
- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, The DSL and all deputy DSLs are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns. The DSL, DDSL and Head of Prep will get daily notifications from the system and take appropriate next steps, where necessary.
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). This is set out in the Staff Code of Conduct Policy. ese
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- › Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the Hallfield roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Master, where appropriate.

All governors will read *Keeping Children Safe in Education* in its entirety.

Section 18 of this policy has information on how governors are supported to fulfil their role.

5.4 The Head Master

The Head Master is responsible for the implementation of this policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- › Communicating this policy to parents/carers when their child joins the school and via the school website
- › Ensuring that the DSL and DDSL have appropriate time, funding, training and resources, and that there is always adequate cover if one or both is absent
- › Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly

- › Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 2)
- › Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- › Ensuring the relevant staffing ratios are met, where applicable
- › Making sure each child in the Early Years Foundation Stage is assigned a key person
- › Overseeing the safe use of technology, mobile phones and cameras in the setting

5.5 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker and those within Kinship care..

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

6. Confidentiality

The school has a separate Data Protection policy to which staff are expected to adhere and which sets out the general operation of the school’s data handling. Pastoral and safeguarding information regarding children is shared internally, confidentially and on a ‘need to know’ basis, with careful awareness of a child and their family’s privacy. The sharing of such information is vital for ensuring the best care of each individual child from those staff most immediately responsible for it.

With specific regard to safeguarding, staff should be aware of the following points which inform the school’s approach to confidentiality:

- › Timely information sharing is essential to effective safeguarding
- › Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- › The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- › If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent:
 - if it is not possible to gain consent
 - it cannot be reasonably expected that a practitioner gains consent
 - if to gain consent would place a child at risk
- › Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests. A useful phrase is, ‘Some things are too important not to pass on.’ Be sensitively honest about with whom the information will need to be shared in the first instance.
- › If a victim of sexual violence or sexual harassment asks the school not to tell anyone:
 - There’s no definitive answer, because even if a victim doesn’t consent to sharing information, staff may still lawfully share it if there’s another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim’s wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- › Regarding anonymity, all staff will:
 - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
 - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
 - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- › The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- › If staff are in any doubt about sharing information, they should speak to the DSL or DDSL DSL.
- › Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff are detailed in the Staff Code of Conduct Policy.

7. Recognising abuse and taking action

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- › Is disabled
- › Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- › Is a young carer
- › Is bereaved
- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- › Is misusing drugs or alcohol
- › Is suffering from mental ill health
- › Has returned home to their family from care
- › Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, or not in receipt of full-time education
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

- › Is displaying non violent harmful sexual behaviours.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or DDSL or Deputy DSL)”.

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Report the situation to the DSL straight away, who will support you in making a referral. If the harm or danger is immediate, make a referral to CASS (Children’s Advice & Support Service) and/or the police straight away. **Anyone can make a referral**, not just a DSL or deputy.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Referrals should be made to CASS by phoning 0121 303 1888 and selecting Option 2 (or emergency out of hours: 0121 675 4806)

If you are aware a child may live out of area, you can enter their home postcode at this link and will be provided with the correct phone number for making a referral:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to CASS and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- › Not recognise their experiences as harmful
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a ‘professional curiosity’ and speaking to the DSL if you have concerns about a child.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes 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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures and contact Children's Advice & Support Services (CASS) by phoning 0121 303 1888 and selecting Option 2 (or emergency out of hours: 0121 675 4806)

Intimate and Personal Care

"As we provide care for children from 6 months old, staff are required to deliver personal and intimate care (see Intimate Care Policy for full guidance). If staff observe any physical signs of concern during this care, they recognise their statutory duty to report these concerns. The Designated Safeguarding Lead (DSL) is always available to offer advice, guidance, and support in managing such situations."

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or failing that a member of the senior leadership team and/or take advice from CASS (Children's Advice & Support Services) by phoning 0121 303 1888 and selecting Option 2 (or emergency out of hours: 0121 675 4806) You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help assessment

If early help has been identified as appropriate due to unmet needs for a child utilising the [Right Help Right Time](#) (RHRT) model (but there is no evidence of a significant risk), the DSL will oversee the delivery of an appropriate Early Help response.

The child/young person's voice must remain paramount within a solution-focused practice framework.

The primary assessment document is [the Early Help Assessment \(EHA\)](#).

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The school will discuss and agree with statutory safeguarding partners levels for the different types of assessment and services to be commissioned and delivered, as part of local arrangements.

If a *Think Family* or social care response is needed to meet an unmet safeguarding need, the DSL will initiate a *Request for Support*, [seeking advice from Children's Advice and Support Service \(CASS\) as required](#).

The DSL will then oversee the agreed intervention from school as part of the multi-agency safeguarding response and ongoing school-focused support.

The DSL will keep the case under constant review and the school will consider a referral to CASS if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If a child is in immediate danger, the police should be contacted.

Otherwise, if it is appropriate to refer the case this is done to Children's Advice & Support Service (CASS). A member of the DSL team will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority (CASS) will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If, following contact with CASS, a request for support is to be made (where it is identified that children or families require either social work assessment or intensive family support), a [Request for Support form](#) should be completed immediately.

If the child's situation does not seem to be improving after the referral, the DSL or member of the DSL team who made the referral must follow the local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Local procedures for escalation can be found [here](#).

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a Deputy DSL or, failing that, a member of the Senior Leadership Team and/or take advice from CASS. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or a deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger
- › Think someone may be planning to travel to join an extremist group
- › See or hear something that may be terrorist-related

7.6 If you have a concern about mental health

Mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

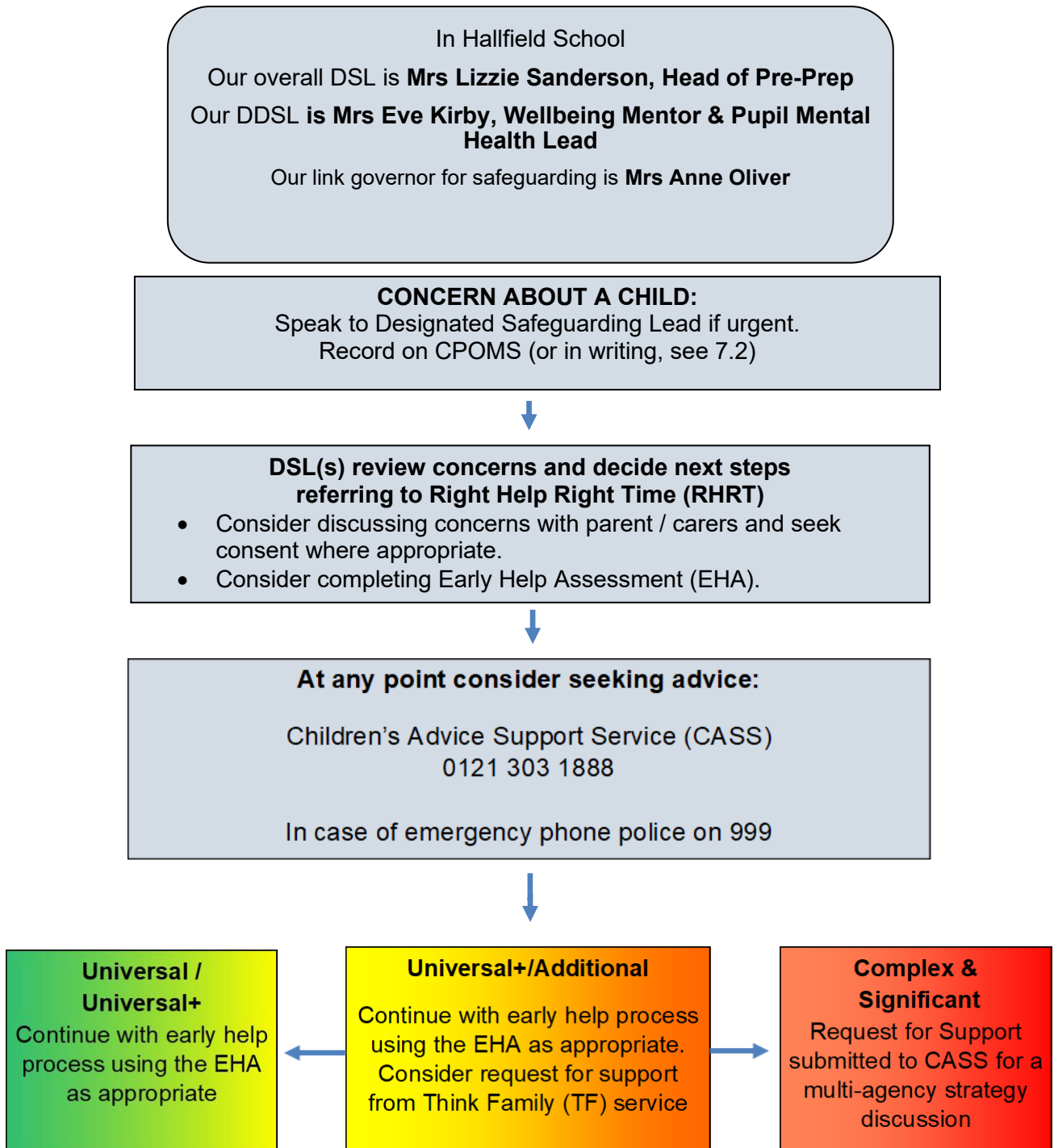
Staff will be alert to behavioural signs that suggest a child may be experiencing a poor mental health or be at risk of developing one. The school has a Wellbeing Mentor and Pupil Mental Health Lead, who is also a deputy DSL and available to discuss concerns that staff may be developing regarding a child's mental health. Staff should also brief the Head of Pre-Prep and Head of Prep as appropriate.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL and DDSL are unavailable, this should not delay action. See section 7.4 for what to do.)



7.7 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Head Master as soon as possible. If the concerns/allegations are about the Head Master, speak to the Chair of Governors (see 'Important Contacts' above and staff room noticeboard).

The Head Master/Chair of Governors will then follow the procedures set out in the Staff Code of Conduct if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Head Master, report it directly to the Birmingham LADO team (see 'Important Contacts' above).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale.

7.8 Allegations of abuse made against other pupils

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. Such abuse has more recently had a high media profile and, whereas it is recognised that the most common examples tend to occur between pupils in their teenage years, it is important that Hallfield has a clear policy position.

We also recognise the gendered nature of child-on-child abuse. However, 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 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)

See appendix 4 for more information about child-on-child abuse.

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

If a pupil makes an allegation against another pupil which, as the receiving member of staff, you believe constitutes abuse, the following procedures apply. (In receiving an allegation, who, what, where and when can be clarified to help reach a decision on whether a form of abuse has occurred.)

- › You must record the allegation on CPOMS and tell the DSL, but do not investigate it beyond the guidance above.
- › The DSL will contact CASS and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › If in keeping with CASS advice, the DSL will investigate the allegation and then record the outcome on CPOMS.
- › The DSL 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. This will include considering travel by coach on a trip (or by public transport for Seniors) as a potentially vulnerable place for a victim or alleged perpetrator(s). The support plan will be shared with those staff needed to support it in order for it to succeed. Any risk assessment and/or support plans will be recorded on CPOMS as follow-up actions to the initial log.

- › The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- › The DSL will manage the sharing of appropriate information with the parents of victim(s) and alleged perpetrator(s) and any involvement in the support plan will be discussed.

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. The school will ask the police if we have any questions about the investigation.

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

At Hallfield 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:

- › Take a zero tolerance approach to any form of derogatory or sexualised language, sexual harassment or sexual violence between pupils. Any such behaviour will be challenged and reports of such behaviour will be followed up immediately using the guidance below. (Mobile phones are not permitted to be used at school, but if the school were to become aware of an instance outside of school, this challenge would include the requesting or sending of sexualised images by Hallfield children.)
- › 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 (as described in section 7.10 below)
- › 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
- › Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- › 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 (even though most social media platforms officially fall outside the user age of pupils at Hallfield), including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- › Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and Birmingham Children's Partnership to determine this
- › There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

7.9 Sharing of nudes and semi-nudes ('sexting')

Based on [guidance from the UK Council for Internet Safety](#) the following approach will be used:

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (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, DDSL and DSL will hold an initial review meeting with appropriate school staff. 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. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents
- › 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 SEN)
- › 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 DDSL or Deputy DSLs 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 social 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.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Jigsaw PSHE and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- › What it is
- › How it is most likely to be encountered

- › The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- › Issues of legality
- › The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- › Specific requests or pressure to provide (or forward) such images
- › The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- › Putting safeguarding first
- › Approaching from the perspective of the child
- › Promoting dialogue and understanding
- › Empowering and enabling children and young people
- › Never frightening or scare-mongering
- › Challenging victim-blaming attitudes

7.10 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. Our preference is always for children to report concerns in person by talking with a member of staff they trust, usually their Form Teacher. All staff should be ready to support and listen to all pupils, however, pupils are told that their Form Teacher is their closest, and usually first, line of support if they would like to share any concerns and that Heads of Phase are also there to help with support as appropriate. Pupils are also told about the roles of the DSL, Deputy DSL's and Welfare Team. Prep pupils who, for whatever reason, feel more comfortable doing so, may leave a written note of their concerns or worries in the secure mail box. This is checked by the Head of Prep on a regular basis. Information on these routes which pupils can use to report concerns is given via Form time, assemblies, Phase group meetings and on posters displayed around school. These same information sources also stress that pupils can safely express their views and give feedback. Any pupil raising a safeguarding concern and/or allegation will be reassured by the receiving staff that they have done the right thing and that they will be supported through what might need to happen next.

8. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- › Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- › Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- › Set clear guidelines for the use of mobile phones for staff
- › Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- › **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, misinformation, disinformation (including fake news), conspiracy theories and extremism.
- › **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- › **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as online bullying; and
- › **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we have in place a separate:

- › Online Safety policy
- › Information & Communications Technology (pupils) policy
- › Staff Code of Conduct
- › ICT Equipment Management policy

We aim to:

- › Educate pupils, in an age appropriate manner, about online safety as part of our curriculum. For example:
 - The safe use the internet and technology (including social media as appropriate by age)
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- › Make sure staff are aware, through the Code of Conduct (section 11) and the Acceptable use of IT and the Internet (staff) policy (section 11) of any restrictions placed on them with regards to the use of their mobile phone and cameras, including EYFS staff who:
 - must adhere to the personal mobile phone/camera policy in the EYFS areas of the school and are required to keep personal mobile phones/cameras in their lockers or form room cupboard/drawer when children are present during the working day.
- › Make all pupils, staff and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- › Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet
- › Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- › Carry out regular reviews of our approach to online safety, at least every two years, supported by a risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety. For comprehensive details about our school's policy on online safety please refer to the policies referenced above.

8.1 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Hallfield School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Hallfield School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying artificial intelligence and behaviour policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Staff are alert to misuse of AI tools (e.g., creation of indecent images, online grooming, misinformation). Pupils are educated about AI safety, consent, and digital footprint risks through the curriculum.

9. Notifying parents or carers

As detailed in Right Help, Right Time, where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- › Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. EYFS

In line with the statutory requirements of the Early Years Foundation Stage (EYFS) framework implements specific safeguarding measures to ensure the safety, dignity and wellbeing of our youngest children. These measures are embedded in our daily practice and reviewed regularly to maintain the highest standards of care.

At Hallfield School, we ensure safer eating practices by having a trained paediatric first aider present at all times when children are eating. This includes mealtimes, snack times and any cooking or tasting activities. The trained paediatric first aider is responsible for monitoring children closely, responding immediately to incidents such as choking or allergic reactions and ensuring that food provided meets any identified dietary or allergy needs. All EYFS children are always within sight and hearing of an adult during eating to promote safe supervision and timely intervention if required.

We ensure privacy during nappy changing, toileting and intimate care by carrying out these tasks in a designated, clean and safe area that allows the child's dignity to be maintained while also meeting safeguarding requirements. Where possible, nappy changes and toileting support are carried out by familiar members of staff who know the child well. The layout of the changing and toileting area allows for visual or

physical proximity to other staff members to provide safeguarding oversight without compromising the child's privacy. All staff involved in intimate care follow our agreed procedures, which include wearing appropriate protective equipment, maintaining records of care provided and communicating with parents or carers where needed.

11. Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- › Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- › Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- › The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- › Communication barriers and difficulties in managing or reporting these challenges
- › Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Any abuse involving pupils with SEN and/or disabilities will require close liaison with the DSL and Head of Learning Success who is also a deputy DSL.

As appropriate to the individual child, we offer extra pastoral support for these pupils through the time and skills of Form teacher, Head of Phase, the Wellbeing Mentor & Pupil Mental Health Lead and the Medical Officer & First Aid Lead. The Welfare Team meets fortnightly to discuss all pupils presenting pastoral and wellbeing concerns, particularly pupils in these categories. Individual support plans are implemented and reviewed regularly as required.

12. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs or if in Kinship care. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- › Responding to unauthorised absence or missing education where there are known safeguarding risks
- › The provision of pastoral and/or academic support

13. Looked-after and previously looked-after children

If Hallfield School has such a child join the school roll, we will swiftly ensure that staff have the skills, knowledge and understanding to keep that child safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about the child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL has details of children's social workers and relevant virtual school heads

The Head of Learning Success, Emily Baker would take the lead on promoting the educational achievement of looked-after and previously looked-after children and would be given the appropriate training to do so.

As part of that role, she would:

- › Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

Work with virtual school heads (see 5.5) to promote the educational achievement of looked-after and previously looked-after children

14. Pupils who are lesbian, gay, bisexual or gender questioning

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. As appropriate to the individual child, we offer extra pastoral support for these pupils through the time and skills of Form teacher, Head of Phase, the Wellbeing Mentor & Pupil Mental Health Lead and the Medical Officer & First Aid Lead

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

15. Complaints and concerns about school safeguarding policies

15.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation and will be handled in accordance with our procedures for dealing with allegations of abuse made against staff, set out in the Staff Code of Conduct Policy.

15.2 Other complaints

Other complaints pertaining to aspects of safeguarding will be managed following the school's Complaints Policy. Members of staff receiving such a complaint must, however, ensure that the appropriate member of the Senior Leadership Team (DSL, DDSL DSLs, EVCs, Director of Finance & Operations (as Data Co-Ordinator), Director of Estates & Facilities etc.) is made aware of the complaint at Stage 1 so that they can ensure oversight of the complaint's resolution from the outset.

15.3 Whistle-blowing

The safeguarding of children is the utmost priority. Staff are reminded that if their concern relates to insufficient action over a pupil safeguarding concern and they have already raised their concerns with the DSL, they can make direct contact themselves with CASS (see section 7.4 above). Likewise, if staff's concern relates to the conduct of a member of staff from a safeguarding perspective, then the procedures in section 7.7 should be followed.

For other concerns regarding aspects of safeguarding, staff – including those in the EYFS – should follow the school's Whistleblowing Policy should they believe this is appropriate.

16 Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

- › The majority of safeguarding records are held on CPOMS (Child Protection Online Management System), accessed through a secure double verification system. CPOMS is also used for general welfare records and visibility and access is set through background settings.
- › Any paper records are held in a locked filing cabinet in the office of the Deputy Head, Head of Prep

Records will include:

- › A clear and comprehensive summary of the concern
- › Details of how the concern was followed up and resolved
- › A note of any action taken, decisions reached and the outcome

Anything hard copy relating to concerns and referrals will be kept in a separate child protection file for each child. CPOMS entries are, by definition, held under individual pupils' records.

Any non-confidential records will be readily accessible and available, either through CPOMS or, for historic records between January 2021 and July 2022 through ISAMS Wellbeing Manager.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding file is forwarded promptly and securely, and separately from the main pupil file.

To allow the new school to have support in place when the child arrives, this should be within:

- › **5 days** for an in-year transfer, or within
- › **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

There are no specific rules on how long to retain child protection records for after a pupil transfers to another school. In light of this, Hallfield will securely dispose of those records which have been transferred to a pupil's next school and a receipt received, unless there is clear reason not to.

Safeguarding records which contain information about allegations of sexual abuse, however, will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

17. Training

17.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

Our staff induction process will also cover the behaviour policy and the staff code of conduct (which includes low level concerns) A low-level concern, is a doubt or worry that a staff member or volunteer has behaved in a way inconsistent with their organization's code of conduct, but does not meet the threshold for serious harm or a referral to statutory services like children's social care. These concerns, which include potentially inappropriate behaviour outside of their role, are important to challenge and address early to prevent more serious issues from developing or escalating.

This training will be regularly updated and will:

- › Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- › Be in line with advice from the 3 safeguarding partners
- › Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- › For teaching staff, have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils
- ›

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas. Staff will also teach pupils about radicalisation inline with the PSHE scheme of work.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

17.2 The DSL, DDSL and Deputy DSLs

The DSL, DDSL DSL, and Deputy DSLs will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

17.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction which is regularly updated and annually in line with KCSIE updates. This is to make sure that they:

- › Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- › Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

17.4 Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of *Keeping Children Safe in Education*, and will be in line with local safeguarding procedures.

See the Safer Recruitment, Selection, and Disclosure policy for more information about our safer recruitment procedures.

17.5 Staff who have contact with pupils and families

All staff working within EYFS will have supervisions, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

18. Monitoring arrangements

This policy will be reviewed **annually** by Lizzie Sanderson, Head of Pre-Prep and DSL. At every review, it will be approved by the full governing board.

19. Links with other policies

It is the aim that all policies support and reinforce the safeguarding and child protection policy. The following policies most directly relate to areas in common with this policy and should be read in conjunction with it as appropriate:

- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- Missing Child Policy
- Artificial Intelligence Policy
- Acceptable Use of the Internet Policy
- IT Equipment Management Policy
- Safer Recruitment, Selection and Disclosure Policy & Procedures
- Staff Code of Conduct
- Supervision Policy
- Whistleblowing Policy
- Intimate Care Policy
- Risk Management Policy
- First Aid Policy
- Attendance Policy
- No Platform Policy
- Mobile Phone Policy

Curriculum learning:

- PSHE Policy
- RSE Policy
- SMSC Policy

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- › Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- › 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
- › Seeing or hearing the ill-treatment of another
- › Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Linked with emotional abuse, **spiritual or faith-based abuse** could be defined as an abuse of power, often done in the name of God, a Higher Power or Religion. Unfortunately, spiritual or faith-based abuse is not limited to one religion or faith community – examples of it have been found in many religious communities across the UK and around the world. This abuse of power involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves.

- › Some indicators of spiritual abuse might be a leader who is intimidating and imposes their will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed.
- › They may say that God or the individual's Higher Power/s have revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously their Higher Power's) acceptance and approval.
- › All suspicions of the above, must be reported to the DSL.

The UK government have released the following document which provides more information for supporting children affected by spiritual or faith-based abuse:

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- › Physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- › Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

Affluent Neglect

Affluent neglect occurs when a child's basic emotional, social, or developmental needs are not met despite being raised in a financially stable or materially comfortable household. Neglect is not limited to poverty or lack of resources, and can also occur in families with high levels of income or social status.

Children experiencing affluent neglect may:

- Spend long periods of time without adult supervision or emotional support due to parental absence (e.g. long working hours, frequent travel, reliance on paid carers).
- Experience pressure to achieve academically or socially while emotional needs are overlooked.
- Present with unmet health, developmental, or wellbeing needs despite resources being available.
- Show signs of emotional loneliness, low self-esteem, or risk-taking behaviours.

Possible indicators of affluent neglect may include:

- A child who appears well presented but is withdrawn, isolated, or emotionally distressed.
- Parents who are often unavailable for meetings, events, or contact regarding the child's welfare.
- Reliance on private carers, nannies, or boarding arrangements with limited parental involvement.
- Unmet medical, therapeutic, or special educational needs despite resources being accessible.
- A child expressing feelings of being "left out," "lonely," or under extreme pressure to succeed.
- Signs of self-harm, substance misuse, eating difficulties, or other risk-taking behaviours.

Affluent neglect can be less visible because children may appear materially well cared for. Staff must therefore remain alert to emotional wellbeing, family dynamics, and the child's lived experience, not just their outward presentation.

All concerns regarding possible affluent neglect must be reported in line with safeguarding procedures and discussed with the Designated Safeguarding Lead (DSL).

Appendix 2: specific safeguarding issues

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- › Contacted by an online account that they do not know but appears to be another child or young person
- › Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- › Moved from a public to a private/E2EE platform
- › Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- › Offered something of value such as money or gaming credits
- › Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

The National Crime Agency for the first time in 24 years has issued a warning to schools that whilst this can affect all genders and ages it is particularly being seen in boys between the ages of 14 and 18.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- › Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- › Use images that have been stolen from the child or young person taken through hacking their account
- › Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- › Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- › Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- › Moved from a public to a private/E2EE platform
- › Pressured into taking nudes or semi-nudes
- › Told they have been hacked and they have access to their images, personal information and contacts
- › Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- › Are at risk of harm or neglect
- › Are at risk of forced marriage or FGM
- › Come from Gypsy, Roma, or Traveller families
- › Come from the families of service personnel
- › Go missing or run away from home or care
- › Are supervised by the youth justice system
- › Cease to attend a school
- › Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- › Appearing with unexplained gifts or new possessions
- › Associating with other young people involved in exploitation
- › Suffering from changes in emotional wellbeing
- › Misusing drugs and alcohol
- › Going missing for periods of time or regularly coming home late
- › Regularly missing school or education
- › Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- › Having an older boyfriend or girlfriend
- › Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- › Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

- › Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- › Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- › Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- › Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- › Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- › Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- › Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- › Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don’t want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school’s approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn’t physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

The DSL will provide support according to the child’s needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

- A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.
- Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.
- Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual and/or criminal exploitation or modern-day slavery.
- The academy has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the academy. However, it should be clear to the academy who has parental responsibility.
- Staff are trained to advise the DSL when they become aware of a change of living circumstances for any child. Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

On admission to the academy, we will take steps to verify the relationship of the adults to the child who is being registered.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- › A pupil confiding in a professional that FGM has taken place
- › A mother/family member disclosing that FGM has been carried out
- › A family/pupil already being known to social services in relation to other safeguarding issues
- › A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- › The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- › FGM being known to be practised in the girl's community or country of origin
- › A parent or family member expressing concern that FGM may be carried out
- › A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- › A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Breast Ironing

Breast ironing (also called breast flattening) is a form of domestic abuse that affects children across the globe and within the UK.

It is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

This might be done by the use of heated stones, a metal implement or sometimes, an elastic belt, or binder, is used to stop them from growing. Breast ironing usually starts with the first signs of puberty and is most often done by female relatives.

Breast ironing can cause serious physical issues and is not recommended or practiced by any medical professionals nor is it taught or recommended within any of the major world religions.

If a member of staff suspects that a child is at risk of breast-ironing, they should report this immediately to the DSL.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- › Speak to the pupil about the concerns in a secure and private place
- › Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- › Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- › Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Virginity-testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to carry out the practice outside of the UK.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control.

Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even so-called 'honour' killings. The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications.

Virginity- testing also known as hymen, '2-finger' or vaginal examination - this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place, irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty is a procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Signs and Indicators but are not limited to:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously

- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from the academy, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out.

Staff will:

be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

- educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure. Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status.
- Upon spotting signs and indicators or following a disclosure; staff will report to the DSL immediately. If there is believed to be immediate danger, the police will be contacted without delay.

Hallfield school will **not** involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Preventing radicalisation

- › **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- › **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 - Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Whilst this is the new definition of extremism defined by the government KCSIE 2025 does refer to the old definition Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and Hallfield School acknowledges this.

- › **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;

- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- › Refusal to engage with, or becoming abusive to, peers who are different from themselves
- › Becoming susceptible to conspiracy theories and feelings of persecution
- › Changes in friendship groups and appearance
- › Rejecting activities they used to enjoy
- › Converting to a new religion
- › Isolating themselves from family and friends
- › Talking as if from a scripted speech
- › An unwillingness or inability to discuss their views
- › A sudden disrespectful attitude towards others
- › Increased levels of anger
- › Increased secretiveness, especially around internet use
- › Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- › Accessing extremist material online, including on Facebook or Twitter
- › Possessing extremist literature
- › Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the Curriculum, SMSC, RSE and PSHE policies (in regard to promoting Fundamental British Values and tolerance); the Information & Communications Technology and the ICT Equipment Management policies (in regard to educating and acting against online risks); and the Behaviour policy (in terms of pupil behaviour).

Please note there is also a risk to young people of developing extreme misogynistic views as part of incel culture.

Sexual violence and sexual harassment between children in schools

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 set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

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 (see above))

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.

Checking the identity and suitability of visitors

Visitors are expected to use the sign in system at the Front Office and to wear a visitor's lanyard. Staff should alert the Front Office in advance to any visitors they have invited on site. Visitors should be ready to produce identification.

All visitors will be required to verify their identity to the satisfaction of the Front Office and, where appropriate, the Estates and Facilities Manager. They will be informed of the school's policy on mobile phones and given a copy of the basic safeguarding guidelines.

If the visitor is unknown to the school, their credentials will be checked along with the reason for visiting before allowing them to enter the setting.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists, will be asked to show photo ID. Those who will be meeting with children without an immediate staff presence:

- › Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- › The organisation sending the professional, such as children's social care services or an educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out. (If this is provided, we will not ask to see the DBS certificate.)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks see No Platform Policy to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Hallfield has a separate [Uncollected Children Policy](#).

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. They are laid out in the separate [Missing Child Policy](#).