Worcestershire County Council Safeguarding Children Policy

(Including Child Protection) – adopted by

Fort Royal
Community Primary School

Play • Learn • Laugh • Succeed

September 2025

This policy is reviewed at least annually by the governing body and was

Last reviewed on Date: September 2025

Next Review Date: September 2026

Signature: **(Chair of Governors)**

Print Name: Emma Evans

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Contents

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HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be ratified

Status & Review Cycle: Annually

Next Review Date: September 2026

Name of school: Fort Royal Primary School

Fort Royal Primary School recognises that it is our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Our vision is to be a school where everything is in place so that all children can flourish and be the best they can be. Our mission is to provide an environment where all children can play, learn, laugh and succeed to their full potential.

Fort Royal Primary School's Safeguarding and Child Protection Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in Working together to safeguard children - GOV.UK the DfE's statutory Guidance Keeping Children Safe in Education 2025

Key Personal

Role	Name	Email address	Contact Number
Designated Safeguarding Lead (DSL)	Lara Collingwood	lcollingwood@fortroyal.worcs.sch.uk	01905 355525
Deputy DSL	Ed Francis	efrancis@fortroyal.worcs.sch.uk	01905 355525
	Vanessa Scott	vscott@fortroyal.worcs.sch.uk	01905 355525
	Julie Elms	jelms@fortroyal.worcs.sch.uk	01905 355525
Nominated Safeguarding Governor	Chris Percival	cpercival@fortroyal.worcs.sch.uk	01905 355525
Headteacher	Ed Francis	efrancis@fortroyal.worcs.sch.uk	01905 355525
Chair of Governors	Emma Evans	eevans@fortroyal.worcs.sch.uk	01905 355525

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Other named staff and contacts:

- Designated Teacher for Children in Care: Lara Collingwood
- Online Safety Co-ordinator: Lara Collingwood
- Safeguarding in Education Adviser, WCC Denise Hannibal
- Family Front Door: **01905 822666** (core working hours)
- Out of hours or at weekends: **01905 768020**
- Prevent Lead: Ed Francis

Section 2 Safeguarding is Everyone's Responsibility!

This means that safeguarding and promoting the mental, emotional, and physical welfare of children is a priority for all who work at Fort Royal Primary School. Consequently, everyone who comes into contact with our children has a role to play in safeguarding and child protection.

Fort Royal Primary School is a place where everyone is included, making a contribution and reaching their full potential.

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses, but is not limited to, issues such as:

- Staff conduct
- Health and safety
- Bullying
- Child-on-child abuse
- Sexually harmful behaviour
- Provision of intimate care
- Building security
- Positive behaviour management
- Physical intervention and restraint (reasonable force)
- Physical management
- Online safety
- Attendance

This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our children is at stake. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all Fort Royal Primary school temporary staff, contractors, visiting professionals, students and everyone that visits our setting. All children at Fort Royal Primary School have special educational needs or disabilities (SEND), certain medical or physical health conditions and can face additional safeguarding challenges both online and offline. Our school recognises that all our children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes. Some may need early help or intervention from other organisations to overcome problems and keep them safe. Special consideration is made for children who are Looked After Children and those with Special Educational Needs and Disabilities.

Fort Royal Primary School will follow the threshold guidance of Worcestershire County Council Multi Agency Levels of Need and implement their systems and protocol for referring families

for early help and reporting child protection concerns. DSL's will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

Contextualised Safeguarding concerns

In our school we must ask, 'what are we protecting our children from' and consult with the Local Authority, staff and children for their views. This means that in our school all staff will be made aware of specific issues relating to locality that could impact on the safety of children. We will ensure all staff receive regular safeguarding briefings to keep them up to date and the opportunity to share community issues that may impact on our children. This information will also be considered within the curriculum planning of PHSECC/RSE.

- Home | Police.uk

In our school, children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

As part of providing a broad and balanced curriculum through Relationships Education (for all primary children) and Relationships and Sex Education (for all secondary children) and Health Education (for all children in state-funded schools). The statutory guidance can be found here: Statutory guidance: relationships education relationships and sex education (RSE)and health education.

The children are taught about safeguarding in school through our PSHECC curriculum, this is also explained in our PSHECC policy and our RSE policy.

Training

- All staff and students must complete safeguarding and child protection training as part of their induction.
- All our staff receive annual safeguarding and online safety training, and regular safeguarding local area updates.
- All staff will receive 'top up' training throughout the year looking at a range of safeguarding areas in more detail e.g. FGM, PREVENT, physical abuse, domestic abuse.
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings.
- The DSL and deputy safeguarding leads will also attend local authority led network meetings and relevant training as per KCSIE 2025 for their required CPD.
- The DSL will share local contextual safeguarding issues through staff briefings.

All induction and annual training is delivered face to face. Members of the governing body are invited to all face-to-face training sessions. 'Top up' training throughout the year is a mix of face to face and online training. Safeguarding updates are sent to all staff and governors via email. Records are kept on a whole school training database of all safeguarding training that has been attended by staff and paper copies of records of attendance are also kept by the DSL. Evidence of governor safeguarding training is held on the SCR.

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Child Protection and Child Abuse

Child abuse exists where children have been physically, sexually or emotionally abused or severely neglected. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery. Abuse of children who attend our school are likely to be noticed by staff, Health Workers or other professionals who come into contact with our children. It is essential, therefore that all those who work with them or come into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. This means that in our school we will all know the signs of child abuse and are aware of the procedures that we must follow to safeguard the child and any siblings. All of our children have additional needs therefore we consider the increased safeguarding issues that can occur and will put in place additional support and attention, along with ensuring any appropriate support for communication is in place. For any children that identify as LGBTQ + we will ensure additional pastoral support is available if required. Our school has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by school.

Our Staff who work directly with children will read: **KCSIE 2025 Part 1 & Annex A**

Our Staff who don't work directly with children will read: **KCSIE 2025 Annex A** and the DSL will keep records to evidence this within our school.

In the event of an actual or suspected case of child abuse by adults, parents, or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified Designated Safeguarding Lead (DSL) will be available to discuss any safeguarding concerns. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified, and the appropriate agency is involved.

All our staff will use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL. If they cannot access CPOMS they use a Form 1 sheet that can be found in the school office. The DSL will be a member of school Senior Leadership Team, and the role referenced in their job description. During term time and normal school hours, a DSL will always be available in our school for the majority of time. If in an exceptional circumstance the DSL is not able to be on school site, another member of the Senior Leadership Team will be able to contact them directly by phone and they will only be a short distance away from the school.

The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Safeguarding and child protection concerns should be considered when planning any off-site or residential visits. At Fort Royal Primary School a list of those children taking part in any trip will be passed to the Designated Safeguarding Lead (DSL) to ensure that staff are made aware of all essential information relating to the children in their care.

The safeguarding team meet weekly at a Triage meeting to confidentially discuss children who are identified as vulnerable. At the meeting all trained DSL's attend, alongside the special school nurses. At this meeting a range of children are discussed using the Fort Royal Levels of Need guidance. Attendance is discussed at our triage meetings and 'safe and well' check ins are planned as required. Daily attendance is reviewed by the Attendance Officer and passed onto a members of the safeguarding team. If a child's whereabouts are unknown and the school office is unable to contact a family member a 'safe and well' check in will take place by two members of staff (at least one member of staff will be a member of the safeguarding team). All staff follow the schools Attendance Policy as part of their safeguarding procedures. Mental health concerns are discussed at our triage meetings. The mental health DSL attends these meetings, as part of the safeguarding team, and discusses appropriate sign posting and actions for concerns raised.

Section 3 Our Commitment

In our school we recognise that because of the day-to-day contact with children, staff and other adults working in the school are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation and /or exploitation. We recognise that children may not be ready to talk or able to communicate about their experiences of abuse, exploitation, or neglect, as they do not see this as harmful. Therefore, we will all ensure arrangements are in place to safeguard and promote the welfare of children by:

- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to.
- Maintaining a 'Zero Tolerance' to child-on-child abuse, IT CAN HAPPEN HERE ETHOS. Including sexually harmful behaviour, racism, and homophobia (see our anti-bullying policy)
- Ensure all children know the adults in our school who they can approach if they have worries.
- Teaching children to keep themselves safe from all forms of abuse through our PSHECC curriculum.

   And we will support our staff by:
- Providing effective, ongoing training and development for all staff.
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting.
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support children and their families.
- Monitoring and supporting children who are subject to child protection plans, contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about children, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:

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- o A comprehensive summary of concerns.
- o Details of the concern.
- o What action was taken and any follow-up.
- o Actions taken and outcomes.

- Ensuring the suitability of all staff through safe recruitment practice.
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events.
- Ensuring that parents and carers understand the responsibility placed on the school and its staff for safeguarding and child protection.
- Maintaining awareness of those children who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our school may be the only stable, secure, and predictable element in the lives of children at risk. Our school will support all children through:

- Appropriate staff conduct, in line with the policy.
- Relevant curriculum design and implementation to teach children about staying safe at all times, including when they are online.
- Daily practice underpinned by our school ethos, vision and values.
- Consistent implementation of our school Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice.
- Close and proactive liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services.

In line with Government guidelines in KCSIE 2025, our school will where reasonably possible, hold two or more emergency contact numbers per pupil. This provides the school with additional options for contacting a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Section 4 Child-on Child Abuse and Harmful Sexual Behaviour

It is important that our school staff can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexual violence, and harassment.

Our school values, ethos and behaviour policies provide the platform for staff and children to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

It should be recognised that there is a gendered nature to child-on-child abuse, i.e., that it is more likely that girls will be victims and boys' perpetrators.

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Schools should recognise the impact of sexual violence, and the fact children can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of our school.

How we will support

- In our school we will not tolerate incidences of child-on-child abuse.
- Regardless of if incidences are reported or not we will lead a culture of it could happen here.
- All incidences will not be tolerated and will be taken very seriously.
- We will always challenge behaviours which create a hostile, intimidating, or degrading environment.
- We will follow both national and local guidance and policies to support any children subject to child-on- child abuse
- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- We will consider the support required by those falsely accused of child-on-child abuse.
- All disclosures will be taken seriously with those making the disclosure, kept safe, their anonymity protected when appropriate, and ensuring children will never be made to feel like they are creating a problem for reporting abuse.
- We will consider taking positive action to support a specific group of children if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. We will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance and progress at school.

At Fort Royal Primary School we have developed our [Traffic Light Toolkit](#) to support the safeguarding team in actioning any concerns raised regarding what could be seen as harmful sexualised behaviour towards peers or adults in school. This is an important tool in determining the level of development and understanding that individual children are working at regardless of their chronological age, so that an appropriate response can be made to any behaviours displayed by the child. When looking at individual behaviours of a child we will always ensure that we consider any other information or safeguarding concerns that we are aware of, before determining the most appropriate action.

Section 5 Emotional Health and Well Being and Mental Health Support

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school has an important role to play in supporting the mental health and wellbeing of all our children. This means that in our school we will:

Ensure that all our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering from abuse, neglect or exploitation. We will consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood. As a school we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Mental health and wellbeing concerns are logged on CPOMS and discussed at weekly triage meetings. These are then appropriately actioned and then

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monitored at subsequent meetings. Bespoke packages of support can be identified for children depending on the concern that has been raised and what level of development the child is. The DSL and mental health DSL liaise with the school Play Therapist and Emotional Literacy Support Assistant on a regular basis to discuss and review children that are accessing or may need to access their support. All children who are subject to a Child Protection Plan will receive some additional appropriate emotional support within school.

As a school we will be vigilant for signs of emotional well-being concerns. These may include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating/sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn.
- Changes in activity and mood.
- Changes in academic achievement.
- Talking or joking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness, or loss of hope

We ensure our **children** are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This is part of our development of our RSE and PSHECC curriculum.

It is also key that we train our staff to be aware of how these children's experiences, can impact on their mental health, behaviour and education.

Fort Royal Primary School is a Trauma Informed school and we have a number of staff who are mental health first aiders. All staff have received training related to ACE's and have an understanding of how trauma can impact on a child's mental health and wellbeing.

Our school staff may become aware of warning signs which indicate a pupil, or a member of staff, is experiencing mental health or emotional wellbeing issues.

These warning signs should always be taken seriously.

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken.

In our school we will work closely with parents and carers to support the whole family, unless to do so places the child at additional risk. Our Family Support Worker is a mental health first aider and can signpost parents to the appropriate support that they may need. All support for parents is logged on CPOMS and where appropriate monitored as part of an Early Help plan.

Section 6 Opportunities to Teach Safeguarding

Children are taught about safeguarding in schools. The following areas are among those addressed in **PSHECC/RSE** and in the wider curriculum.

Our school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, hate focused on LGBTQ+ issues and sexual violence/harassment.

These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole school curriculum.

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Our curriculum delivery will be fully inclusive and developed to be developmentally appropriate due to the SEND of all of our children, and will stress that law around safeguarding is to protect not criminalise them.

The following areas are among those addressed in **PSHECC/RSHE** and in the wider curriculum:

- **Bullying and Cyber Bullying**

The children will develop good relationships and respect the differences between people. Children are given opportunities to learn about developing friendships and responding to bullying by seeking a familiar person. Every year the whole school celebrates Safer Internet Day and cyber bullying is covered with those children it is appropriate for. It is also part of every computing activity as adults will remind children about how to stay safe on the computer.

- **Drugs, Alcohol and Substance Abuse**

The children will develop a healthy and safe lifestyle. Children are given the opportunity to recognise hazards and dangers, develop an awareness of healthy choices, recognise what a healthy lifestyle is and what goes into their bodies.

- **Online Safety and Mobile technologies**

As part of Safer Internet Day online safety is covered and then daily whenever children are accessing computers. Posters are displayed in the classrooms and adults use these as points of reference to help children learn about online safety. Online safety is embedded within the curriculum and links are made to it in all topic areas.

- **Stranger Danger**

The children will learn the people in the community who keep them safe. Police Officers come into school to meet the children and work with them on a regular basis. They will develop good relationships and respect the differences between people. Children are given the opportunity to learn about how to greet people appropriately. In RSE, children are taught about who is allowed to take care of them and recognise the need to stay safe in the immediate environment and other environments.

- **Fire and Water Safety**

When out and about, the children are taught about how to stay safe in the community. During visits to the local area water safety is also talked about when appropriate. The Fire Service visit the school and talk to the children, where appropriate, about fire safety.

- **Child on Child Abuse**

The children will develop good relationships and learn to respect the differences between people. The children are given the opportunity to learn about developing friendships, to seek a familiar adult for help and to respect each other.

- **Sexual Violence and Sexual Harassment**

Through RSE, the children are taught about protective behaviours through the NSPCC Pants resources.

- **Road and Railway Safety**

When out and about, the children are taught about how to stay safe in the community. During visits to the local area road and train safety is also talked about when appropriate. Children have used the Network Rail resources about railway safety.

- **Domestic Abuse**

Within the curriculum children are taught that all sections of the community have rules. Also about developing healthy relationships and respecting the differences between people. The children are taught about understanding their family unit, respecting each other and seeking a familiar adult to talk to.

- **Healthy Relationships and Consent**

The children develop good relationships and respect the differences between people. The children are given the opportunity to learn about how to greet people appropriately. In RSE, children are taught about who is allowed to take care of them and recognise the need to stay safe in the immediate environment and other environments. The children will develop a healthy, safer lifestyle and learn about the people in the community who keep them safe. We will teach the children the correct words for body parts (vagina, penis, bottom and breasts) and functions and use visual materials where appropriate.

- **So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)**

In our RSE curriculum, children are taught about who is allowed to take care of them and recognise the need to stay safe in the immediate environment and other environments. They will develop a healthy, safer lifestyle and children will learn which people in the community keep them safe.

- **Child Exploitation of Children**

The children will develop a healthy and safe lifestyle and will learn the people in the community who keep them safe. They will develop healthy relationships and respect the differences between people. The children are given the opportunity to learn about how to greet people appropriately. In RSE, children are taught about who is allowed to take care of them and recognise the need to stay safe in the immediate environment and other environments.

- **Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).** Promoting fundamental British values through SMSC - GOV.UK

The children will develop good relationships and respect the differences between people. The children are given the opportunity to learn about developing friendships, to seek a familiar adult for help and respect each other.

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Section 7 Online safety Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, the school ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- Online Safety Policy
- Acceptable use of Technologies
- Web Filtering through ICT4 and Watchguard and Device Monitoring through SENSO
- Audit of effective filtering through weekly filter reports to the DSL and IT manager
- Annual online safety training for all staff and updates emailed to staff when appropriate
- Safeguarding governor monitors effectiveness of filtering and monitoring arrangements during meetings with the DSL and feeds this back to the full governing body

We recognise that the online risks fall into 4 main categories:

- content: being exposed to illegal, inappropriate, or harmful content.
- contact: being subjected to harmful online interaction with other users.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role, and responsibilities of the Designated Safeguarding Lead and engaging with parents to raise awareness to support their children.

The designated safeguarding lead will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate annual online safety training which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring

The DSL will oversee the delivery of the online safety curriculum ensuring safeguarding is maintained.

- Online safety is included in our curriculum provision as part of providing a broad and balanced curriculum.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age-related guidance, that is appropriate to the level of development that they are working within.

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Technology, and the risks and harms related to it evolve and changes rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks children face. The use of Artificial Intelligence (AI) is a new and developing field and the implications within safeguarding will be closely monitored over the next year and the appropriate response will be led within the school to have the appropriate level of security protection procedures in place in order to safeguard our systems. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this we use National Education Network. In addition to this we access support from Cyber security standards for schools and colleges.GOV.UK.

Mobile phone use is carefully considered at Fort Royal Primary School. Due to the vulnerability of our children, adults are asked not to use their phones in the presence of children while on school grounds. If a child brings a functioning phone or iPad into school, it is kept in a secure cupboard or the school office during the school day.

Filtering and Monitoring

Our Governing Body are responsible and need to ensure the limit of children's exposure to the above risks from the school's IT system. Our Governing Body ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness. Through training in line with KCSIE 2025 the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In our school we monitor the results of our web blocking and monitoring software to ensure that our children work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

We will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

We meet the Government Cyber Security standards for schools identifying and assigning roles and responsibilities for filtering and monitoring. All staff undertake Cyber Security training on a regular basis.

We also ensure that all staff:

- understand their role.
- are appropriately trained.
- follow policies, processes and procedures.
- act on reports and concerns.
- DSL reviews standards and discuss with IT staff or service providers what more needs to be done to support us in meeting the required standards.
- all staff will work to clear guidance ensuring safe and effective online learning.

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Section 8 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation.
- County Lines.
- Child Trafficking & Human Slavery.

We will view children (0-18 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our children to be viewed as children in all circumstances, avoiding the adultification of our older teenage children.

Child Sexual Exploitation (CSE) CSE involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is a problem that occurs for boys as well as girls.

Sexual exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'. One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns and report to the DSL immediately. The DSL should refer to the Worcestershire levels of need guidance to assess if a referral to Worcestershire county council family front door is required. Additionally to this to seek to complete a GET SAFE risk assessment Get Safe | Worcestershire County Council immediately and share any further intel with West Mercia police.

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Child Trafficking & Human Slavery

Our school will ensure we keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice, and resources via GET SAFE, Worcestershire County council multi agency exploitation team.

Children Missing from Education

Our school will inform the local authority where a child is missing from education. We will provide information to the local authority when removing a child from school roll as per local Worcestershire county council and statutory guidance:

- Statutory guidance children missing in education
- Attendance and Children Missing Education (CME) | Worcestershire County Council

See Attendance policy for information on our procedures.

Elective Home Educated

We will inform Worcestershire County council of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible. This will be in consultation with the child EHCP coordinator and an interim annual review will be called. The EHCP coordinator will discuss the case with managers and then a decision will be made, taking into account any safeguarding concerns.

Violence against women and girls including Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)

Where HBA affects children it is a child protection issue. It is an abuse of human rights.

Children who suffer Honour Based Abuse are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:

- Protecting family 'honour' to control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual, or transgender).
- Strengthening family links.
- Protecting perceived cultural and/or religious ideals.
- Preventing unsuitable relationships.
- Assisting claims for residence and citizenship in the UK.
- Perceived immoral behaviour e.g., make-up or dress; use of mobile phone; inter faith relationships.

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Our staff in school have received appropriate training and where we identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly.

[The right to choose: gov guidance on forced marriage](#)

FGM mandatory reporting duty for teachers

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). This means that in our school we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible. All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

Forced Marriage

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines,](#) of which focus on the role of schools and colleges. Our staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk.](#) In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Section 9 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate

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relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

At our weekly triage meetings, we discuss any families where we know that there is domestic abuse. Children are supported by our wellbeing team and may be supported through ELSA or play therapy interventions. As a short term measure, we may ensure that the school therapy dog spends time with the child. Parents who are victims of domestic abuse are supported in a range of ways including signposting to appropriate services, offer of changes to drop off and pick up arrangements, financial support if appropriate and understanding from school staff in relation to arrangements for meetings.

MARAC

If we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

OPERATION ENCOMPASS

In our school we receive Operation Encompass Notifications. Operation Encompass highlights that a Domestic Abuse Incident has taken place, and the police have been called. As part of

the support, we then offer following these notifications, we ensure that staff maintain a close eye on the child, informing the DSL of any changes with regards to their behaviour, and reporting and recording anything out of the ordinary. Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, they inform Worcestershire County Council, who then inform the school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day. This information sharing ensures relevant information about the child's circumstances are received in a timely manner and therefore as a school we enable support to be given to the child according to their needs.

Section 10 Safeguarding Children who are at risk of extremism

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, our school recognises some, from an early age can be exposed to terrorist & extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. We are committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** – defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

All staff need to be alert to changes in children's behaviour which could indicate that they may need help or protection.

We know children are vulnerable to extremist ideology and radicalisation. As part of our whole safeguarding approach, we include and consider the following.
- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological caus.

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Staff will use the Prevent risk assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of our staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead (if there is a concern that a child is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concerns) and record their concerns on CPOMS. In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel Channel guidance. for screening and assessment. We will ensure that the DSL will complete local training on the locality risks, and these will be cascaded to our school staff.

Prevent - Prevention of extremism and radicalisation | Worcestershire County Council

In our school this will be part of our annual CPD training programme by the DSL. Due diligence checks should be undertaken by the school on any organisation that uses its facilities.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

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

Section 11 Allegations Against Staff members and Low-Level Concerns

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then this should be referred to the headteacher or principal.

Details of your local LADO are available on this link Refer to Children's Social Care | Worcestershire County Council   If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school Low-level Concerns policy.

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Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

All low level concerns at Fort Royal Primary School are recorded on a database and all logs have an action recorded. The database is monitored and reviewed on a regular basis by the DSL's who are on the Senior Leadership Team and appropriate action is taken if trends appear.

Section 12 Safer Recruitment

Safer recruitment practices are essential part of creating a safe environment for children and young people. We will-

- not allocate start dates to new members of staff until all employment checks have been completed.
- keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files.

Fort Royal Primary school adopts the WCC Recruitment and Selection Policy and Procedure. We will ensure that staff working at our school are suitable to do so as outlined in our Recruitment Procedures.

When students are allocated a placement at our school, we ensure that we have full details of the university or college that they are attending, plus the name and contact details of their tutor. We ensure that they have an enhanced DBS and obtain two references from them. If they are a teaching training student, we ask for a copy of their previous school report. As part of their induction sessions all students undertake safeguarding training with a member of the safeguarding team and are given copies of relevant policies, including safeguarding, whistle blowing and behaviour and regulation.

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Single Central Record

The Single Central Record (SCR) is an important part of our schools commitment to safeguarding and will be maintained by a member of the office management team.

All pre-appointment checks are recorded on the school SCR template and is audited on a regular basis by the DSL, Head Teacher, School Business Manager and Safeguarding Governor. The DSL and SCR administrator meet termly to review the SCR. Only the DSL, SBM, Head Teacher and SCR administrator have access to the SCR and it is password protected.

All staff sign in when entering the school site using the Inventory system and where a blue staff lanyard at all times.

Any visitors accessing the staff site have to report to the school reception and follow our visitor procedures.

Section 13 Confidentiality and Record Keeping

Staff, students, visitors and contractors have the responsibility to share relevant information about the protection of children with the DSL, Head of school and potentially external investigating agencies. We take all disclosures very seriously.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the children sensitively that they have a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the child's own sake. We will seek to reassure our children that the matter will only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action. At no time should a staff member promise total confidentiality.

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual children. If a staff member has a safeguarding or child protection concern, they must inform the DSL as soon as possible.

These will be kept in the child's Child Protection file within CPOMs.

Any external organisation or contractor working in our school is expected to work in accordance with our safeguarding child protection policy. This will be shared upon working with us. Any external individual must report safeguarding concerns to the DSL.

Working in partnership with parents is important, we will endeavor to do this at all times. It is recognised however that there are occasions when it is in the child's best interest for work to be undertaken and referrals made without the parents' initial consent to ensure the welfare and safety of our children.

We will ;
- Aim to help parents understand that we have a responsibility for the welfare of all children and have a duty to refer cases to the Local Authority in the best interests of the child.
- Consider the safety of the child and, should a concern arise the DSL has the responsibility to seek advice prior to contacting parents.
- Make all our policies available on the website and on request.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.

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- Provide advice and signpost parents and carers to other services where children need extra support. We will do this by ensuring our Supporting Families which is available on our school website.

Our child protection records will be stored securely and in line with the latest data protection policy.

All safeguarding files will be kept separately from individual child records and stored securely. Information in these files will only be shared with relevant staff when it is necessary consistent with data protection.

We will release information, including to police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL/Head teacher will be informed and a decision on an appropriate way forward in line with data protection will be made.

When children transfer to another school child protection and safeguarding information will be shared with that school to ensure safe and consistent support for that child or young person.

We will ensure the new school signs a document to say they are in receipt of the safeguarding and child protection file. We will keep this on file until the child or young person's 25TH birth year.

Section 14 Our Responsibilities

Safeguarding and promoting the welfare of children is *everyone's responsibility*. Everyone who comes into contact with our children and their parents or carers has a role to play in safeguarding children.

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure, they should always speak to the designated safeguarding lead or deputy – if in exceptional circumstances, the designated safeguarding lead (or deputy lead) is not available, staff should consider contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

The governing body will determine and keep under review safeguarding policy and practice in our school.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by Fort Royal Primary School.
- Induction training must include safeguarding training before or on the first day of employment. During their first week of employment behaviour regulation training and discussion around the staff handbook, which includes the staff code of conduct.
- All staff will read KCSIE '25 Part 1'.
- Know how to deal with a disclosure; if a pupil discloses to a member of staff that they are being abused, the staff member should speak to a member of the safeguarding team immediately, they should then write down exactly what the

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child said or communicated to them in the words that the child used. This can then be logged on CPOMs.

- Report instances of actual, suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse.
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for all of our children due to their SEND's, but also a child who:
    - has mental health concerns.
    - is a young carer.
    - is at risk of radicalisation.
    - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
    - has returned home to their family from care.
- All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment. The family support worker takes the lead on all early help cases and ensures that they are reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team responsibilities

The DSL team ensure that:

- All staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals, including to early help services.
- Encourage a culture of listening to children considering their wishes and feelings, making the most of every opportunity to gather their concerns.
- Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or were previously known to social services.
- Deliver a common approach to behaviour and regulation through the policy principles.
- All staff are trained sufficiently so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning. We follow the guidance on Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools and colleges should expect providers to have in place.
- Ensure that the KCSIE guidelines for effectively managing SEND and safeguarding are in place including the 2025 updates to this area.

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Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children.

Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.

- o Ensure consideration to the range of responsibilities the DSL undertakes e.g.; the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- o Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy).
- o Ensure safer recruitment practice are followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- o Ensure the school offers a safe environment through effective implementation of the school health and safety policy to meet the statutory responsibilities for the safety of children and staff.

The Designated Safeguarding Lead is responsible for:

- o Maintaining both a strategic and operational approach to safeguarding.
- o Being available term time during school hours (or the deputy DSL in their absence) for staff or visitors to discuss any safeguarding concerns.
- o Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- o Ensuring the school safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- o Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- o Attend accredited, enhanced training to fulfil the role annually.
- o Ensuring that appropriate training for staff is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- o Ensuring families are fully aware of the school's safeguarding policies and procedures and kept informed and involved.
- o Keeping Children Safe in Education 2025 says that where reasonably possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place.
- o Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to any children.
- o Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and the additional vulnerabilities that all of our children face due to their special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise.
- o Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child).
- o Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after

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children at the school and meet the needs identified in the child's personal education plan.
- o Ensuring that online safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place.
- o Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate.
- o Dealing with allegations of abuse in accordance with local and statutory procedures.
- o Have an awareness of the requirements around the role of the Responsible Adult under PACE requirements.
- o Supporting the family support worker in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate.
- o Ensuring that adequate reporting and recording systems are in place.
- o Ensuring relevant records are passed on appropriately when children transfer to other schools or are being educated at alternative provision or off-site education.
- o Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child.
- o Providing guidance and advice on the management of child on child sexual abuse incidents.
- o Tracking the progress, attainment and aspirations of children known and previously known to social care.
- o Ensuring accurate vulnerability recording within CPOMS with the submission of safeguarding data as required.

The Designated and Deputy Safeguarding Lead will meet regularly with the rest of the safeguarding leadership team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. These meetings must be evidenced by minutes added to CPOMS. Other key staff will be updated as appropriate.

Section 15 Statutory Requirements

This policy has been developed in line with the following Statutory key documents:

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2025'
- DfE (2024) 'Working Together to Improve School Attendance 2024'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people susceptible to radicalisation'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

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Other non-statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing'
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'

Section 16 Appendices

Annex A - Safeguarding team at Fort Royal Primary School

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Annex B – Fort Royal Primary School Safeguarding poster

Safeguarding our Pupils

An important notice for all staff, pupils and visitors

General Safeguarding of pupils

If you feel at any time vulnerable in the school, have any worries or concerns that you are at risk from an adult at school, or home, tell a member of staff in school who you feel comfortable talking to. All staff in school have been trained in child protection.

Safeguarding our pupils in the building

All visitors to the school will be issued with a visitors lanyard and a safeguarding information leaflet. Visitors with a black lanyard are allowed to be left alone with children, however adults with a red lanyard are not to be left alone while on site. All school staff have a blue lanyard. Please report to reception if you do not have a lanyard or have misplaced the one that you were given.

This is to protect both you and the pupils.

What should I do if I am worried about a child?

Report your concern to the Designated Safeguarding Lead (DSL) or another member of Safeguarding team.

What should I do if the alleged abuser is a member of staff?

You must report to the Head Teacher or DSL.

What should I do if the alleged abuser is the Head Teacher?

You must report to the Chair of Governors.

What should I do if a child discloses that s/he is being harmed?

Listen – Reassure – Allow the child to talk freely – Do not promise confidentiality – Do not interrogate

Talk to a DSL and record on CPOMS without delay.
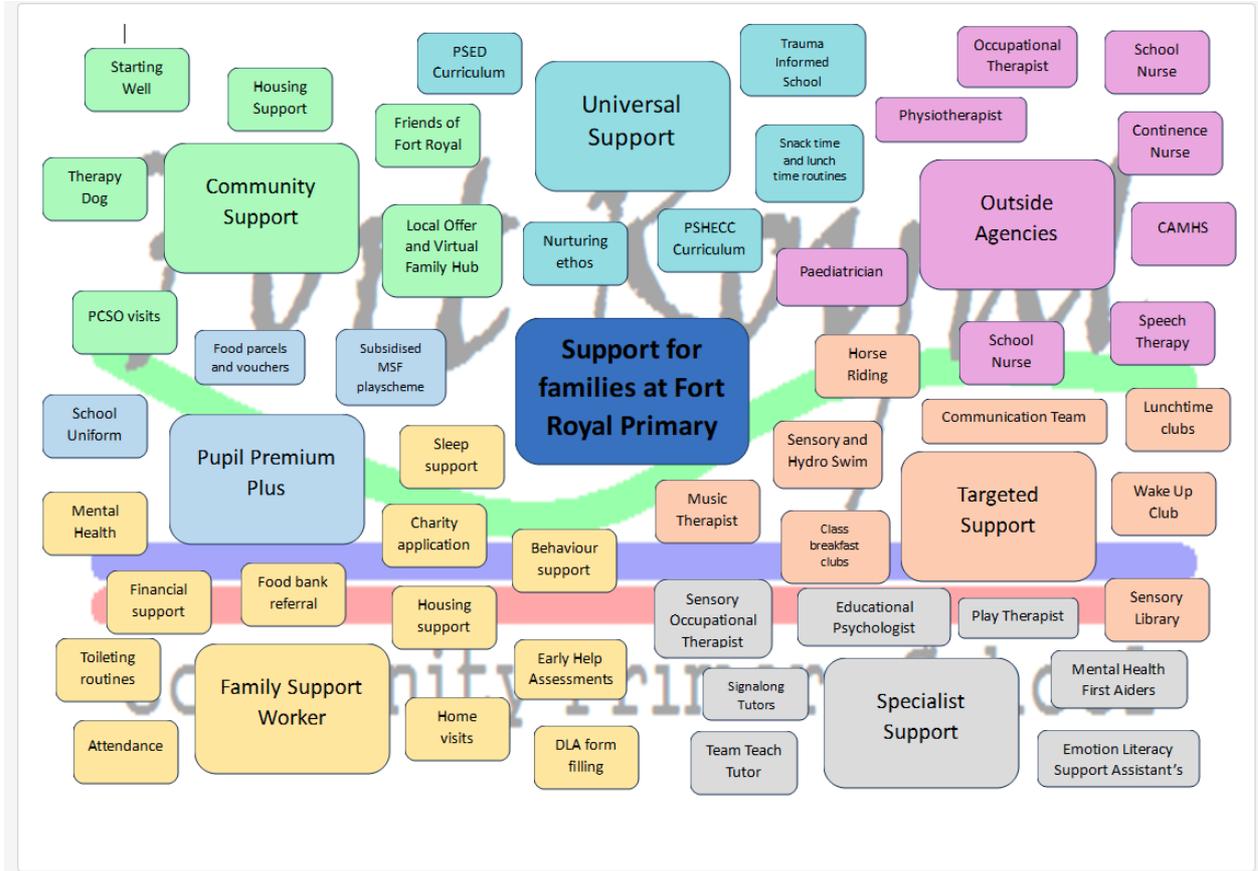
Be vigilant

If you believe a person is on site and not authorised to be, contact a member of staff immediatley.

If you have any other concerns please speak to a member of our Safeguarding Team

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Annex C - Support for Families at Fort Royal Primary School

Support for families at Fort Royal Primary

Universal Support
- PSED Curriculum
- Friends of Fort Royal
- Local Offer and Virtual Family Hub
- Nurturing ethos
- PSHECC Curriculum
- Trauma Informed School
- Snack time and lunch time routines

Community Support
- Starting Well
- Housing Support
- Therapy Dog
- PCSO visits

Outside Agencies
- Occupational Therapist
- School Nurse
- Physiotherapist
- Continence Nurse
- CAMHS
- Paediatrician
- Speech Therapy
- Horse Riding
- School Nurse
- Sensory and Hydro Swim

Pupil Premium Plus
- School Uniform
- Mental Health
- Food parcels and vouchers
- Subsidised MSF playscheme
- Sleep support
- Charity application

Targeted Support
- Communication Team
- Lunchtime clubs
- Wake Up Club
- Music Therapist
- Class breakfast clubs

Family Support Worker
- Financial support
- Food bank referral
- Housing support
- Toileting routines
- Attendance
- Home visits
- Behaviour support
- Early Help Assessments
- DLA form filling

Specialist Support
- Sensory Occupational Therapist
- Educational Psychologist
- Play Therapist
- Sensory Library
- Signalong Tutors
- Team Teach Tutor
- Mental Health First Aiders
- Emotion Literacy Support Assistant's

Annex D – Logging a concern about a child's safety form (only to be used it adult does not have access to CPOMS and then handed to DSL)

Fort Royal
Community Primary School

Logging a Concern about a Child's Safety and Welfare

Name of pupil ……………………………………………. Class ……………

Date and Time	Details of concern/incident – who/what/where/when factually with other relevant information (witnesses, immediate action) (Please use bullet points not prose) **Check your report is clear to anyone reading it in future.**

Name:

Role within school today:

Signature:

This form will now be logged onto the school safeguarding system CPOMs and a DSL will action it.

R:\users\OfficeAdmin \General Forms\Incident Diary

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