

Child Protection and Safeguarding Policy and Procedures

Author(s)	Mr M Haswell
Review body	Governing Body-Chair of Governors and Safeguarding Governor
Governor approval date	September 2023
Date of review	August 2023
Date of next review	August 2024
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
15/8/23	Updated all the changes related to KCSIE 2023	MH
16/8/23	Changed names of staff that have left and updated with new staff	MH
17/8/23	Checked our Policy against the Shropshire Local Authority Policy/The Key Policy	MH
17/8/23	KCSIE 2023: <ul style="list-style-type: none"> Filtering and monitoring systems protect pupils and staff from harmful and inappropriate content online Added clarity around the meaning of the terms ‘children absent from education’ and ‘children missing education’. There has been a change in the law from February 2023 around forced marriage: It’s now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used This applies to non-binding, unofficial ‘marriages’, as well as legal marriages 	MH



PRESTFELDE

Child Protection and Safeguarding Policy and Procedures

Prestfelde School

September 2023

Child Protection and Safeguarding Policy

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Prestfelde School

KEY SCHOOL CONTACT DETAILS

Designated Safeguarding Lead (DSL) Mr Michael Haswell (Deputy Head Pastoral and SLT)	Email: mhaswell@prestfelde.co.uk Tel: 01743 245400 Mobile: 07915053721 (this number is to be used for emergency holiday contact or out of hours only)
Deputy Designated Safeguarding Lead (DDSL) Holly Keogh-Jones (Head of Boarding)	Email: hjones@prestfelde.co.uk Tel: 01743 245400
Deputy Designated Safeguarding Lead (DDSL) Katie Warner (Little Prestfelde)	Email: kwarnar@prestfelde.co.uk Tel:01743 245400
Deputy Designated Safeguarding Lead (DDSL) Kay Wynne (Middle School and Well-being Officer)	Email: kwynne@prestfelde.co.uk Tel:01743 245400
Deputy Designated Safeguarding Lead (DDSL) Mrs Jenna Johnson	Email: jjohnson@prestfelde.co.uk Tel:01743 245400
Head of PSHE/RSE Mrs Connie Watts (Deputy Head Academic)	Email: cwatts@prestfelde.co.uk Tel:01743 245400
Mental Health Lead Mr Ashleigh Pain (SENDCo)	Email: apain@prestfelde.co.uk Tel:01743 245400
Online Safety Lead Mr Michael Haswell (Deputy Head Pastoral and SLT)	Email: mhaswell@prestfelde.co.uk Tel: 01743 245400
Chair of Governors Mr Rex Sartain	Email: rsartain@prestfelde.co.uk Tel: 01743 245 400
Nominated Safeguarding Governor Mrs Nicki Cooper	Email: ncooper@prestfelde.co.uk Tel: 01743 245 400
Headmaster Mr Nick Robinson	Email: head@prestfelde.co.uk Tel: 01743 245 400

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	Local Authority Designated Officer (LADO): Ellie Jones First Point of Contact (LADO) on 03456 789021 . lado@shropshire.gov.uk
Local Authority Children's Social Services	First Point of Contact (FPOC) (Compass and Initial Contact Team) 0345 678 9021 Shropshire Out of hours Emergency Duty Team: 0345 678 9040
Multi-Agency Safeguarding Hub	FPOC) (Compass and Initial Contact Team) 0345 678 9021
FGM Reporting Non-emergency Police contact	101
Support and Advice about Extremism	Police Public Protection Unit (West Mercia Police) 0300 333 3000 Police Emergency 999 Police Non-emergency 101 Local Authority Mount McKinley, Shrewsbury Business Park, Anchorage Avenue, Shrewsbury SY2 6FG Phone: 0345 678 9021 Concerns / referral are directly emailed to police PREVENT Team prevent@warwickshireandwestmercia.pnn.police.uk http://www.safeguardingshropshireschildren.org.uk/scb/ Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
Reporting serious wrongdoing to the Charity Commission	For further guidance see: https://www.gov.uk/guidance/report-seriouswrongdoing-at-a-charity-as-a-worker-or-volunteer whistleblowing@charitycommission.gsi.gov.uk
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Report Abuse in Education helpline	A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for non-recent abuse. 0800 136 663 or email help@nspcc.org.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk

OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
Childline	0800 1111
NSPCC	0808 800 5000

1. Policy Aims

This policy applies to anyone working on behalf of Prestfelde including senior managers and the governing body, staff, volunteers, contractors, agency staff and students.

The policy is publicly available on the school website (or on request from Mr Michael Haswell the DSL) so that it can be accessible for our children; their families and anyone visiting and /or working with us.

The policy aims to meet the requirements as outlined in Part 2 Keeping Children Safe in Education 2023 (page 27).

2. Policy Statement

At Prestfelde we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) procedures and acknowledge that the welfare of the child is paramount. At Prestfelde we believe that it is always unacceptable for a child or young person to experience abuse of any kind and recognise that safeguarding the welfare of all children and young people is everyone's responsibility. We follow Shropshire Safeguarding Community Partnership (SSCP) multi-agency procedures and acknowledge that the welfare of the child is paramount.

At Prestfelde it is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2023, the Ofsted Compulsory Childcare Register, Working Together to Safeguard Children 2022 and Keeping Children Safe in Education 2023 and National Minimum standards for boarding schools 2022.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- 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; and
- Taking action to enable all children to have the best outcomes.

At Prestfelde we recognise that all children, regardless of who they are or where they are from have the right to protection from all types of abuse. No child or group of children in our school will be treated any less favourably by us than others in being able to access their right to education or other services and support we are reasonably able to provide to or access for them for the purposes of safeguarding and promoting their welfare. This may mean that additional positive actions and/or safeguards may be taken by us to ensure the individual and/or groups of children are not disadvantaged from receiving education or services or disproportionately subjected to abuse.

Corporal punishment is prohibited for all pupils in Prestfelde School and its use would ordinarily result in a crime being committed; a threat to use corporal punishment may constitute assault and the defence of reasonable chastisement is not available to school staff.

The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

There is no justification for inflicting pain on a child or young person as a parent (or any other adult carer). Any form of physical punishment that leaves a mark on a child or young person is considered an assault and is illegal under the [Section 58 of the Children Act 2004 \(S47 of Offences Against the Person Act 1861\)](#). It is also against the [UN Convention of the Rights of a Child \(Article 19\)](#)

3. Key Terms

Where the following words or phrases are used in this policy:

Governing Body means the proprietor of the School.

Safeguarding is the protection of people from harm.

Safeguarding and promoting the welfare of children is defined in WTSC and KCSIE as protecting children from maltreatment; 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; and taking action to enable all children to have the best outcomes.

Reference to staff in this Policy includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, volunteers and Governors unless otherwise indicated.

CSC means Children's Social Care and includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident. 4

DSL means the Designated Safeguarding Lead. Reference to the DSL includes the Deputy Designated Safeguarding Leads (DDSL) where the DSL is unavailable.

Designated Officer means designated officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

References to harmful sexual behaviour in this policy refer to the problematic, abusive and violent sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate and may cause developmental damage, may be harmful towards self or others, or abusive towards another child, young person or adult.

Local Safeguarding Partners means the three safeguarding partners (local authority, Integrated Care Systems' (ICSs) and the chief officer of police for an area any part of which falls within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. Senior Leadership Team (SLT) comprises of the Headmaster, Deputy Head T&L, DSL/Deputy Head Pastoral, Assistant Head Operations, Head of Little Prestfelde, and the Bursar.

Reference to working days means Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside Prestfelde School – Child Protection and Safeguarding Policy

(September 2023) 12 term time, references to working days are to the days on which the relevant external agency is working.

4. This policy is also based on the following regulatory framework:

Legislation	Statutory National Guidance/Standards	Local Procedures
<p><u>Education Act 2002 Section 175 (maintained schools only)</u></p> <ul style="list-style-type: none"> • <u>Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)</u> • <u>The Education (Independent School Standards) (England) Regulations 2003</u> • <u>Children Act 2004</u> 	<ul style="list-style-type: none"> • <u>Keeping Children Safe in Education and any legislation or guidance (statutory/non-statutory) outlined or referenced within it.</u> • <u>National Minimum standards for Boarding</u> • <u>Early years foundation stage (EYFS) statutory framework</u> • <u>Data Protection Act and UK GDPR</u> • <u>Working Together to Safeguard Children</u> and any legislation or guidance (statutory or non-statutory) outlined or referenced within it. 	<ul style="list-style-type: none"> • <u>West Midlands Safeguarding Children Procedures</u> • <u>Shropshire Safeguarding Community Partnership (SSCP) Childrens Threshold Document</u> • <u>Shropshire Safeguarding Community Partnership Allegations about staff/volunteers protocol</u> • <u>Shropshire Schools Operation Encompass Protocol</u>

Non-statutory advice:

- (a) What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);
- (b) Behaviour in schools: advice for headteachers and school staff (DfE, July 2022);
- (c) Working together to improve school attendance (DfE, September 2022);
- (d) Meeting digital and technology standards in education (DfE, March 2023);
- (e) Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018);
- (f) Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020)
- (g) Searching, screening and confiscation: advice for schools (DfE, September 2022);
- (h) Teaching online safety in schools (DfE, January 2023);
- (i) Harmful online challenges and online hoaxes (DfE, February 2021);
- (j) Multi-agency practice principles for responding to child exploitation and extra-familial harm (TCE support programme);
- (k) Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);

- (l) Forced marriage resource pack (Home Office, May 2023);
- (m) Virginity testing and hymenoplasty: multi-agency guidance (DHSC, July 2022);
- (n) Educate Against Hate (HM Government 2018);
- (o) Managing the risk of radicalisation in your education setting (DfE, October 2022);
- (p) Equality Act 2010: advice for schools (DfE, June 2018);
- (q) Keeping children safe in out-of-school settings (DfE, April 2022); and
- (r) Sponsorship Duties (UKVI, December 2022).

During COVID-19 Prestfelde have implemented a Safeguarding and Child Protection Addendum to ensure that additional safeguarding measures have been put in place. Staff are to refer to the Addendum for specific procedures during COVID-19 as well as following this policy.

5. This policy and procedures linked to other policies;

- Anti-Bullying
- Attendance
- Behaviour Management
- E-safety/ICT
- Health and Safety
- Relationship, sex and health education (RSE)
- PSHE
- Safer Recruitment
- Supervision
- Learning Support Policy (Special Educational Needs)
- Staff Code of Conduct
- Trips and Visits
- Risk Assessment
- Whistleblowing procedure
- Low level concern

6. Adult Roles and Responsibilities

Keeping Children Safe in Education 2023 Part 1 must be read and understood by all members of the staff. Governing bodies and proprietors, working with the senior leadership team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read either Part one or Annex A.

This Policy:

- has been authorised by the Governing Body of the School;
- is published on the School website and available in hard copy on request;
- can be made available in large print or other accessible format if required;
- can be made available for inspection from the HR Office during the School day;
- applies to the whole School;
- applies at all times including where pupils or staff are away from the School, whether they are on school- arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.
- applies to core School activities and to out of hours and commercial activities.

This policy is designed to address:

the specific statutory obligations on the School to safeguard and promote the welfare of children; and the School's charity law safeguarding duty to:

- (a) provide a safe and trusted environment which safeguards anyone who comes into contact with it, including beneficiaries, staff and volunteers;
- (b) set an organisational culture that prioritises safeguarding, so that it is safe for those affected to report incidents and concerns with the assurance they will be handled sensitively and properly;
- (c) have adequate safeguarding policies, procedures, and measures to protect people; and
- (d) provide clarity as to how incidents and allegations will be handled should they arise, including reporting to the relevant authorities, such as the police, local authority and Charity Commission.

All Designated Safeguarding Leads, senior leadership team and governing bodies must read KCSiE 2023 in its **entirety**.

All staff (including students on placement, volunteers and Governors) will undergo an induction process to enable them to understand and ensure they are fulfilling their role in safeguarding in this school. This will include:

- Being given copies of relevant policies and training to help them understand the systems and processes in school which support Safeguarding and the procedures they must follow if they suspect abuse or neglect. Relevant procedures include:
 - Child Protection Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Procedures for Managing Children Missing Education.
- Appropriate safeguarding and child protection training (including online safety); relevant to their role in this school.

On-going support is provided to staff through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

All staff are expected to update their safeguarding and child protection training at least every two years. In addition, all staff members should receive regular safeguarding and child protection updates every term during Inset training, through online training with Educare, via email from the DSL, e-bulletins, staff meetings and a monthly e-safety newsletter. This is done to provide staff with relevant skills and knowledge to safeguard children effectively.

All staff (including students and volunteers) in Prestfelde are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2018 as set out in the West Midlands Procedures.

The Governing Body recognise their role and take full responsibility for the safeguarding in the school. The safeguarding link governor who oversees this work is: **Mrs Nicki Cooper**.

The safeguarding Governor meets with the DSL and Deputy Head Pastoral half termly and prior to all Education and Governor meetings. This meeting is planned in advance and focuses upon the review of the Safeguarding policy and procedures alongside a review of training for staff and governors and any current safeguarding concerns. This review and meeting support the overall safeguarding report to governors each term.

An annual review of safeguarding is carried out every Autumn term, discussed in Education Committee (Terms of Reference) and reported to full council meeting.

To ensure the efficient discharge of its responsibilities under this policy, the Governing Body has allocated the following tasks:

Task	Allocated to	When/frequency of review
Keeping the policy up to date and compliant with the law and best practice	Mr M Haswell	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Mr M Haswell	As required and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvement to the School's processes under the policy	Mr M Haswell	As required and at least annually
Formal annual review of the School's safeguarding policies and procedures and their implementation	Governing Body	At least annually

All Staff (including volunteers)

Activity	Frequency
Receive information on school safeguarding arrangements and procedures as outlined in KCSiE 2023 (Part 1: page 7, paragraph 13).	Induction or when arrangements/procedures are updated.
Read Keeping Children Safe in Education (KCSiE): <ul style="list-style-type: none"> All Staff: Part 1; Part 5 and Annex B. 	Induction then annually (in Autumn Term) or when updated.

<ul style="list-style-type: none"> • Senior Leadership Team: Entire document • Staff who do not work directly with children: Annex A 	
Complete Safeguarding Awareness Training to enable staff to recognise, respond to and report safeguarding (including online safety and child-on-child abuse) concerns (see Local Authority Safeguarding in Education Training Statement here)	Induction and then every 3 years
Complete Prevent Awareness Training appropriate to role (: The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk))	Induction and every 2 years.
Complete Cyber Security Training (training packages are available at: Cyber security training for school staff - NCSC.GOV.UK)	Induction and then annually
Receive regular national and local safeguarding updates (including those relating to online safety).	As required during termly Inset, monthly Online Safety newsletter; termly update from the DSL.

Designated Safeguarding Leads (including any deputies)

Activity (in addition to all staff above)	Frequency
Complete Schools Designated Safeguarding Lead Training to a standard as outlined in KCSiE Annex C	On induction in role and then every 2 years
Read Keeping Children Safe in Education in its entirety.	Induction into role then annually (in Autumn Term) or when updated.
Maintain knowledge and development relating to the role of DSL Early Help/Brook Traffic Light Tool	As required, but at least annually

All Governors

Activity	Frequency
Complete Governor Safeguarding Training to equip them with the knowledge to carry out their strategic Roles and Responsibilities .	Induction and then every 3 years.
Read Keeping Children Safe in Education <ul style="list-style-type: none"> • All Governors: Part 1; Part 2 and Annex B. • Chair & Safeguarding Link Governors: Entire document 	Induction into role then annually (in Autumn Term) or when updated).
Complete Cyber Security Training Cyber security training for school staff - NCSC.GOV.UK	Induction and then annually
Complete Prevent Awareness Training appropriate to role : The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)	Induction and every 2 years.

Staff/Governors involved in recruitment of staff (including administration)

Activity (in addition to other relevant above)	Frequency
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Read Part 3: Keeping Children Safe in Education	Induction into role then annually (in Autumn Term) or when updated.
Complete appropriate safer recruitment training (that is in alignment with Part 3 KCSiE)	Induction and every 3 years (or when KCSiE Part 3 is updated)

7. Management of Safeguarding

- The School's DSL is **Mr Michael Haswell** who is a member of the Senior leadership team.
- Deputy DSLs for each part of the school are in place and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. If the DSL is unavailable the activities of the DSL will be carried out by one of the DDSL's. The details of the DDSL's are also set out in the School contacts list above.
- The Headmaster is responsible for the overall management of the School and for the management of concerns and allegations about staff.
- The Headmaster ensures that the School's policies and procedures, adopted by the Governing Body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

7.1 COVID-19

During the pandemic during a part or whole school closure, contingency was made to ensure that there was always a Designated DSL onsite and contactable. This person was communicated to all staff along with their contact details. See contingency plans within [School Drives](#) and [Firefly](#).

Any safeguarding concerns continued to be recorded via 'Safeguard my school' to ensure that all DSL's had sight of the concerns and could respond appropriately and effectively at speed.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

7.2 The Headmaster

Is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school.

This includes:

- Having the overarching responsibility of ensuring the effectiveness of our school safeguarding arrangements as outlined in this policy.
- Being accountable and reporting to the Governing Body (with the support of the Designated Safeguarding Lead) on the effectiveness of school safeguarding arrangements.
- Supporting and promoting a whole school safeguarding culture and ethos as outlined in our [Safeguarding Statement](#). This includes ensuring that the Senior Leadership Team work effectively together and with the Designated Safeguarding Lead, to ensure a whole school approach to safeguarding.
- Take the lead role in [Ensuring Safe Practice](#); including ensuring staff and knowledgeable and confident in their safeguarding practice. The Headteacher is also the lead person responsible for receiving, managing, and referring to/liasing with the

Local Authority Designated Officer (with the support of the Designated Safeguarding Lead) or any other authorities regarding allegations of abuse made against staff or other organisations/individual who use school premises.

- Enabling the Designated Safeguarding Lead and any deputy(ies) to carry out their roles effectively. This means ensuring they are given sufficient time, training, support, resources, including cover arrangements where necessary.
- Ensuring that all school policies including safeguarding policies and procedures and those required to be in place, are implemented and followed by all staff.

7.3 The Designated Safeguarding Lead (DSL)

Takes the lead responsibility for safeguarding and child protection in our school. Annex C Keeping Children Safe in Education 2023 outlines their key responsibilities. Our Deputy Designated Safeguarding Lead(s) (hereafter referred to as DDSL) support the Designated Safeguarding Lead in the discharge of their responsibilities.

Responsibilities include:

- Ensuring that the school has a child protection policy in place as required by Keeping Children Safe in Education, that is implemented and followed by all staff.
- Being available to deal with safeguarding and child protection during school hours. For out of hours/out of term activities, the School's arrangements are email: mhaswell@prestfelde.co.uk or 01743 245400.
- Acting as the point of contact with whom to raise safeguarding concerns within (including those raised by the school filtering and monitoring system) and to our school.
- Supporting the Headteacher to [Ensure Safe Practice](#) in school.
- Managing safeguarding referrals to the Local Authority; Police and any other statutory authorities or multi-agency risk management arrangements (see [Designated Safeguarding Lead Response](#)).
- Working closely with the Governing Body, Headteacher and relevant senior leadership team members to ensure a whole school safeguarding culture and ethos as outlined in our [Safeguarding Statement](#) and the implementation of effective safeguarding arrangements, as outlined in this policy.
- Acting as the point of contact to and proactively engaging with the Shropshire Safeguarding Community Partnership arrangements as outlined in [Working in Partnership](#).
- Ensuring children and parents are aware of how and encouraged to raise safeguarding concerns and how they will be responded to as outlined in [Working in Partnership](#).
- Act as a source of support, advice, and expertise to all staff; including ensuring that there is ongoing promotion and awareness of safeguarding and children protection in school.
- Ensuring the effective management and oversight of safeguarding information as outlined in [Record Keeping and Information Security](#).

- Maintaining and access [Professional development and support](#).

All staff (including staff and volunteers):

Are expected to work in line with our [Safeguarding Statement](#) and adhere to the policies, processes and systems that support safeguarding as outlined in this policy. This specifically includes:

- Accessing and maintaining [Professional development and support](#) to ensure they remain knowledgeable and confident in their safeguarding practice.
- Recognise, Respond and Report [Staff Safeguarding Concerns](#)
- Engaging in [Safe Practice](#). This includes raising concerns (however small) about individual behaviour or practices or cultures in schools that compromise the safety of children as outlined in [Ensuring safe staff](#).
- [Teaching our children how to keep safe](#)

8. Record Keeping and Information Security

We have a legal duty to act in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families; staff and others safely and lawfully. This includes:

- Securely manage electronically held information in line with [Meeting digital and technology standards in schools and colleges](#) and [Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK](#) (see also [Online Safety](#))
- Manage requests for access to personal information we hold (known as subject access requests).

When a concern about a child's welfare or safety is raised it will be discussed with the DSL and recorded. The DSL will decide if the concern should be shared with another agency (see **decision making** below) or kept on record in case future concerns arise.

Records should 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.

All records will be stored in a separate confidential file in a locked cabinet. Prestfelde uses an electronic record system called Safeguard my school which was implemented in the Summer term of 2021. Information is stored in a secure place with restricted access only to the DSL and Deputy DSLs.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of the new term. When a child/pupil transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/pupil's main file to the DSL for child protection in the receiving school/setting. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained (**Appendix C**).

In addition to the child protection file the DSL will consider sharing additional information with the new setting/school/college in advance of a child leaving. This would be for the purpose of helping the new setting/school/college put in place the right support to safeguard this child and to help the child thrive in the school or college.

Where children have a Social Worker; Local authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Information sharing is vital in identifying and tackling all form of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. We follow the guidance in the HM Government 2018 guide ['Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers'](#) and the Department for Education 2015 guide ['What to do if you are worried a child is being abused'](#).

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. Governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information held safe and secure.

The Data Protection Act 2018 and UK General Data Protection Regulation **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

When information is being accumulated prior to possible referral we will start a chronology of events – Safeguard my School. Some chronologies will need to be produced for a specific reason; for example: when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required.

The DSL will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the DSL decides not to refer, the reason will be noted on the child's chronology. Records and chronologies are reviewed regularly by the DSL and the DSL team.

9. Working in Partnership

As is outlined in our Safeguarding statement; and in order to ensure all children in our school are effectively safeguarded and their welfare is promoted; we will work in partnership with our children, their parents and other agencies/partnerships as follows:

Children

Our children are [taught how to keep safe](#); including how and when to share or report to us any worries or concerns they may have about their safety and wellbeing or that of others. We encourage children to share and report worries and concerns by:

This school promote the use of this helpline by;

- Posters around the school

- Promoted in school assemblies and staff meetings
- Newsletters to parents
- On the school website

Children can also report any type of abuse via Firefly. This is monitored daily by our DSL and Wellbeing officer. All concerns will be treated seriously and followed through in line with our behaviour/ safeguarding policy and procedures.



Staff are expected to build trusted relationships with and work in the best interests of children in line with our Safeguarding Statement; and recognise, respond and report [Staff Safeguarding Concerns](#).

We also actively seek children's views of safety in school .

Parents

We recognise the importance of working together with and supporting parents to safeguard and promote the welfare of their children. This includes:

- Communicating to parents how we keep children safe in our school (including online). This policy is made available to all parents through our website. If parents want to raise concerns or complaints about how we keep their children safe; they can do this using our Complaints Policy which is available on our website. We also actively seek parent views of safety in school through workshops, surveys, coffee mornings and Parent meetings.
- Encouraging parents to share and report worries and concerns about the safety and welfare of their child(ren) or any other children. We do this by raising their awareness in newsletters/workshops and sign posting them to their child's Form teacher. Staff are expected to respond to any parents who raises worries or concerns to them either about their child(ren) or others in line with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and record their concerns on Class Charts.
- The Designated Safeguarding Lead will ensure that we work with parents to offer and enable support for children and their families; taking action to safeguard and promote their welfare (see [Designated Safeguarding Lead Response](#)) in line with the local arrangements in the area that they live.
- Ensuring that parents are made aware of how to raise safeguarding concerns or criminal behaviour themselves to the Local Authority and/or Enforcement Agencies. We do this by sharing information at Parent meetings/newsletters/school website.
- Providing parents with regular information, guidance and external support available to them by newsletters, firefly, running sessions for parents and signposting them to the appropriate staff

Other agencies/partnerships

As we operate in Shropshire; we engage and co-operate with our local safeguarding arrangements. Our local safeguarding partnership is the [Shropshire Safeguarding Community Partnership \(SSCP\)](#). [We engage and co-operate by:](#)

- Ensuring we effectively safeguard and promote the welfare of children living in Shropshire in line with [Working together to safeguard children](#) and the Shropshire

Safeguarding Community Partnership local criteria for action and assessment; as outlined in the [SSCP Threshold Document](#). Where children do not live in Shropshire but attend our school; we will work in line with the relevant local arrangements in their home area.

- Ensuring we work with other agencies and comply with other pieces of relevant statutory guidance in safeguarding [Children potentially at greater risk of harm](#).
- Supplying information and co-operating in multi-agency forum/meetings, audit or learning reviews as requested by the safeguarding partners.
- Working closely with Shropshire Council Learning and Skills Services and other Shropshire Council Services/partnerships to ensure we are providing high quality education and support to children in Shropshire.
- Participating in the local [Operation Encompass Protocol](#); an arrangement where police notify schools when a child who attends their school may have been subject or witness to police-attended incidents of domestic abuse. This enables us to provide appropriate emotional or practical support to a child/ren who may have been witness to and victim of domestic abuse.

10. Teaching our children how to keep safe.

We recognise that educating our children in how to keep themselves and others safe both online and in face-to-face situation plays a crucial role in safeguarding them. We have a clear set of values and standards that provide opportunities for children to learn how to keep themselves and others safe; that are demonstrated and reinforced throughout school life and underpinned through -

- [Safeguarding Statement](#)
- Behaviour/Anti-Bullying Policy
- [Preventing Radicalisation](#)
- Our approach to [Online Safety](#)
- Our Personal Social Health and Education and Computing curriculum and policies including our RHE /RSHE Policy. Our RSHE programme is developed to be fully inclusive of all ages and stages of development and consideration of children's needs including [Children potentially at greater risk of harm](#); and addresses issues as outlined Keeping Children Safe in Education 2023; Part 2, page 34, paragraph 131.

The DSL, PSHE Lead and other key members of the Senior Leadership Team (such as computing, Mental Health and SENDCo) will work collaboratively to ensure that this is implemented; and being responsive to any safeguarding themes or patterns of concern that arise in school.

11. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. At Prestfelde school we ensure that there are appropriate filters and appropriate monitoring systems in place. We have an effective whole school/college approach to online safety that empowers us as a school, to protect and educate pupils, students, our staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content.

- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm to children or others.
- **commerce:** - illegal, inappropriate, or harmful online commercial activities that can compromise the health and wellbeing or security of children or others.

Training – The Prestfelde Governing body ensure that, as part of the requirement for staff to undergo regular updates safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole schools or college safeguarding approach and wider staff training and curriculum planning. Inset Training, Raising Awareness and update training delivered by the DSL. All staff have regular training through Educare which is provided by the school.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; [safeguarding and remote education](#).

Prestfelde has a remote learning Policy-Please refer to this Policy.

The use of mobile phones and other electronic devices such as computers, tablets, and game devices are commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidentally access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

11.1 Appropriate use of mobile phones is essential at Prestfelde.

Staff can use their personal mobile phones (including smart watches) during their break times in the Staff Common Room. During working hours, they must be kept out of the reach of children and parents in the Common Room, a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it.

Important contact details of the children are kept on the setting's management system called Isams in case of an emergency. Isams is password protected with double authentication.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Prestfelde. We take a mixture of photos that reflect the settings/environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' at: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

At Prestfelde school we will use the guidance attached to support our investigations. UK council internet safety [GUIDANCE](#) Childline support and guidance for parents.

All children accessing the Prestfelde Wifi complete a internet safety workshop in the Autumn term, alongside signing an IT acceptable use agreement, which is also shared with parents. This states our whole school expectations regarding the safe use of ICT within our school. See e-safety policy.

The school also has SENSO which is a cloud-based monitoring service. This informs our DSL's if there is any breach in expectations when working on-line.

Prestfelde uses Tapestry to record children's learning. This website, Tapestry, is run by 'The Foundation Stage Forum Ltd' on behalf of Prestfelde School.

Legally, The Foundation Stage Forum Ltd is a data processor and Prestfelde School is a data controller and their relationship is governed by a contract that you can read [here](#).

Because of this, The Foundation Stage Forum Ltd cannot do anything with the data in Tapestry unless instructed to do so by Prestfelde School. All logins are password protected for staff and children.

Prestfelde uses Smoothwall as our filtering and monitoring system. The DSL with the IT Manager monitor and oversee Smoothwall. All staff and children that access the internet at Prestfelde are monitored and protected by Smoothwall. All staff and pupils have to sign an Acceptable use Policy before they can access the Prestfelde wifi. (Please refer to Acceptable Use Policy). We have created short cuts to various programmes, favourite and suitable sites to avoid any mistakes. for staff and children. Children at Prestfelde are continually reminded and taught about keeping themselves safe online and what to do if they have a problem. Staff regularly visit sites to ensure they are suitable and we therefore can talk to children about what they are doing.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

Children are not allowed to use their own mobile device or a smart watch at Prestfelde. Children are allowed to access a computer at school and this is done only in the care of a teacher.

Where there are online safety concerns involving identified children (including child-on-child abuse); we will follow [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Safeguarding Response](#).

Any school cyber security incidents will be reported to [Action Fraud \(National Fraud and Cyber Crime Reporting Centre\)](#) and, if there is a data breach this will be reported in line with our Data Protection Processes to the [Information Commissioners Office](#). Please also see [Record Keeping and Information Security](#).

Where children are being asked to learn online at home, we follow advice from the Department of Education; [Safeguarding and remote education](#). Our approach to remote learning is outlined in our Remote Learning Policy.

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2023 and [Safeguarding children and protecting professionals in early years settings: online safety considerations](#) online safety standards (including the digital standards for [filtering and monitoring](#) and [cyber security](#)). Any risks arising from our reviews are clearly recorded as part of our school evaluation and improvement action planning processes. These are reported to and overseen by our Governing Body.

All Staff, senior leaders and Governors are appropriately trained to enable them to ensure effective online safety arrangements. We will respond to online safety incidents which indicate safeguarding concerns in line with the [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#) sections of this policy.

11.2 Sharing nudes and semi-nude images and videos

Consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

11.2.1 "Sharing nudes and semi-nudes" means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. This is also known as sexting or youth produced sexual imagery.

11.2.3 The School treats all incidences of sharing nudes and semi-nude images as safeguarding matters to be actioned in accordance with this policy.

11.2.4 Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

11.2.5 The DSL may in exceptional circumstances view images with the prior approval of the Headmaster and only where:

11.2.5.1 it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;

11.2.5.2 it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or

11.2.5.3 a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the school's devices or network.

11.2.6 Where viewing an image is unavoidable:

11.2.6.1 viewing should take place on School premises wherever possible;

11.2.6.2 the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

11.2.6.3 a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

11.2.6.4 full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

11.2.6.5 any member of staff who views an indecent image should be given appropriate support.

11.2.7 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

11.2.8 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

11.2.9 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

11.2.10 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

11.2.11 Where a pupil receives unwanted images, the School should advise the pupil and his/her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

11.2.12 The UK Council for Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, December 2020) contains details of support agencies and provides further information for schools on how to respond to incidents of sexting.

12. Radicalisation and the Prevent Duty

The Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015; places a duty on schools and registered childcare providers to have due regard to the need to prevent people from being drawn into terrorism.

The government set out its definition of British values in the 2011 Prevent Strategy – this promotes the values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those of different faiths and beliefs

Our setting promotes these values to ensure that children build resilience. - (**See Appendix D**)

If a member of staff has a concern about a child/s they should follow the school's safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection/safeguarding policy.

The designated lead should refer to the [Shropshire Safeguarding Community Partnership Child Exploitation Practice Guidance and Protocol](#) (Preventing Terrorism)

Prevent referrals should be sent to ctu_gateway@westmidlands.police.uk

If uncertain about whether threshold is met for a Prevent referral, contact West Mercia Police on 01386 591821 for a consultation

For assistance with completion of a Prevent referral form, contact the West Midlands Prevent hub 0121 251 0241.

Prevent Engagement Officer, West Mercia Police is DC Holly Aungiers – 01386 591815

Prestfelde follows the areas that are statutory identified in the Schools and registered child care providers section of the [Prevent Duty Statutory Guidance](#). All staff at Prestfelde receive online Prevent Duty training through Educare.

12.1 Prevention in the Curriculum

Prestfelde recognises the importance of teaching our children to develop their awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe, including online. Prestfelde recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. In Chapel/assemblies and during PSHE, ICT, Form lessons and RSHE we enhance children's understanding and awareness of safeguarding issues. (Please refer to the PSHE and RSE policies.)

Prestfelde will ensure that the following areas are covered within the curriculum to prevent the risk of harm to our children and others:

- Relationships Education and Relationships and Sex Education and/or PSHE programmes in each key stage provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety
- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable

13. Children potentially at greater harm

We recognise that whilst all children should be protected, some groups of children, are potentially at risk of greater harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups. Where a child falls into multiple groups above; this potentially further increases their vulnerability.

13.1 Children who need a social worker (Child in Need and Child Protection Plans).

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and/or trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Prestfelde work with agencies including statutory safeguarding partners to support vulnerable children and we hold regular meetings in school, accessing multi-agency training. Prestfelde is happy to facilitate meeting for individual children and families in school to support easier local access and involvement by children, parents and carers.

13.2 Looked After Children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect; as well as/or other significant complexities or adversity in their and their family's life. At Prestfelde, we ensure that appropriate staff members have access to the information they need in relation to a child's looked after legal status, contact and care arrangements. Prestfelde has an appointed designated teacher: Mike Haswell who works with the local authority to promote the educational achievement of registered pupils who are looked after in line with [Statutory guidance - Designated teacher for looked-after and previously looked-after children](#)

13.3 Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect or child exploitation; as well as other needs. Our response to persistently absent pupils and children who are absent from education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Prestfelde works closely with the local authority and employs the services of an EWO to support the school with auditing and monitoring our registers. Prestfelde has an attendance Officer who follows up in unauthorised absence and makes the DSL aware to make sure that we help prevent the risks of abuse, neglect, exploitation and the risks of any child going missing.

We refer to and use Statutory Guidance on [Children missing education](#) to ensure we comply with our duties regarding children missing education. This includes notifying the Local Authority in line with the [Shropshire Council Children missing education](#) process when removing a child from the school roll at standard and non-standard transition points.

13.4 Children with Special Education Needs Disabilities or other health issues.

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

We recognise that additional barriers can exist when recognising abuse and neglect in this group of children (e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration). The School welcomes pupils with special educational needs and disabilities (SEND) will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability or certain medical or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful that:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

pupils with SEND or certain health conditions may be more prone to peer group pressure and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content/behaviour in school without understanding the consequences; and

there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

the School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in [SEND code of practice](#) and [The SEND local offer | Shropshire Council](#) and [Education for children with health needs who cannot attend school](#) -.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or deputies) and the SENCO.

We will consider extra pastoral support attention for children with SEND. There are weekly Pastoral Meetings overseen by the Deputy Head Pastoral and the Pastoral committee. The committee ensures that any appropriate support is put in place. The SENCO attends and contributes to these weekly Pastoral committee meetings.

13.5 Children who are lesbian, gay, bi or trans (LGBT) (Please see Transgender Policy)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

13.6 Elective Home Education

Many home education children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Please see link to [Elective Home Education \(Shropshire Council\)](#)

13.7 Safeguarding children who are/have been Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with

consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales. The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies.

The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher. The designated safeguarding lead should work closely with the designated teacher.

The Designated Teacher for LAC is Mike Haswell (DSL).

13.8 Trauma and Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff should be aware of how these children's experiences, can impact on their physical and mental health, behaviour, and education.

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school mental health lead to ensure information is being shared. Prestfelde has a mental health policy which has routes of escalation and referral systems. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the designated safeguarding lead or a deputy. The [Mental Health and Behaviour in Schools guidance](#) sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Alternative Provision

Prestfelde School does not have alternative provision.

14. Child on child abuse

As set out in our Safeguarding Statement; we will not tolerate the abuse of children. This includes where children abuse other children (child-on-child abuse) or use words or actions which downplay or could (if not responded to) lead to abuse.

We want to ensure that no child-on-child abuse takes place in our school. However, we understand that we cannot just rely on children telling us that they are experiencing abuse from other children. Staff should understand that even if there are no reports in school, this does not mean child-on-child abuse is not happening. Staff will be made aware of the signs and indicators of child-on-child abuse as part of their Professional development and

supervision; which do not just rely upon children telling someone. Staff are expected to follow our [Appendix B: Child-on-Child Abuse Procedures](#)

The school monitors patterns of child-on-child incidents including those involving abuse, to ensure that we are aware of and able to minimise and respond to any emerging themes or patterns of behaviours. This helps us to continue to prevent, identify and respond to child-on-child abuse as outlined at the beginning of this section. This monitoring and our responses to it are reported to and overseen by our Governing Body.

Staff should recognise that children can abuse other children, and that it can happen both inside and outside of the setting/school; at home or someone else's home, in public spaces and online.

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home. All staff should understand, that even if there are no reports in their schools or colleges, it does not mean it is not happening, it may be the case that it is just not being reported.

Examples of child-on-child abuse are listed below.

At Prestfelde we understand that even if there are no reports of child-on-child abuse, that such abuse may still be taking place. We want to create a safe environment for children that does not accept abusive behaviour and encourages children to report to staff when they witness or experience it.

As such, staff will take a zero-tolerance approach to abuse. They will challenge inappropriate behaviours between children that are abusive in nature. They should not downplay abusive behaviour by children towards other children, such as passing it off as “banter” or “part of growing up”.

Children who experience or witness child on child abuse will have any concerns they raise taken seriously. Children experiencing, causing or who witness child-on-child abuse will be supported and protected to ensure their needs are met and they are effectively safeguarded, in accordance with this policy.

Staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in personal intimate relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- Causing someone to engage in sexual activity without consent

Prestfelde will ensure that children are taught about key subjects to minimise the risk of child-on-child abuse as outlined in the Prevention of Curriculum section in this policy.

If staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

The school would respond to an incident of child-on-child abuse by recording the incident on a Concern Reporting Form (Appendix F).

14.1 Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment (SVSH)

Where the misconduct may constitute sexual violence (rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The School acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report. Management of allegations of child on child SVSH

The initial report 14.1.1 The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

They should: (a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity; (b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm; (c) where there is an online element, considering the searching, screening and /or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child; (d) explain the next steps and how the report will be progressed; (e) make a written record of the report (recording the facts as the child has presented them); (f) inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

DSL's considerations Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow and the facts may be difficult to establish. These decisions are made on a case by case basis taking all of the circumstances

into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

School's considerations

The school will consider: (a) the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children; (b) the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour has been displayed; (c) the ages and developmental stages of the children involved and any imbalance between them; (d) if there is an intimate personal relationship between the children; (e) whether there are any ongoing risks to those involved; (f) the time and location of any incident, and any action required to make the location safer; (g) the wider context.

Before deciding how best to support and protect those involved, this will include immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

The School will make a proportionate response to these matters in light of the circumstances and the factors identified above and decide if any further action is appropriate.

The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Investigations and findings, The School will record the findings of investigations undertaken by the police and/or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances whether this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.

The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and/or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious

The school monitors where there are any patterns of child-on-child abuse by recording on Safeguard My School and Class Charts and will determine necessary support and intervention.

Prestfelde understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the child who is perpetrating the abuse is also treated as a potential victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCP Threshold document to help with their decision making.

Children do not always feel able to speak out about their experience of child-on-child sexual abuse. They may be afraid of:

- being considered a ‘snitch’
- getting in trouble themselves
- how they will be perceived by others
- teachers or adults not being discrete
- their parents being informed.

A helpline was launched by the NSPCC on 1st April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents. **NSPCC helpline number is 0800 136 663.**

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support on this or related issues.

This school promote the use of this helpline by;

- Posters around the school
- Promoted in school assemblies and staff meetings
- Newsletters to parents
- On the school website

Children can also report any type of abuse via Firefly. This is monitored daily by our DSL and Wellbeing officer. All concerns will be treated seriously and followed through in line with our behaviour/ safeguarding policy and procedures.



14.2 Staff Safeguarding concerns: Recognise, Respond, Report

Staff Safeguarding Concerns: Recognise, Respond, Report

Be alert and curious!

Pay attention to possible **signs or indicators** of abuse from the child or others either from your own observation or what the child/others tell you:

Appearance

Behaviour

Communication.

Do not just rely on a child telling you (there are lots of reasons why they won't)

Recognise

Any child in any family could become a victim of [abuse](#). Abuse and safeguarding issues are complex; and can often involve a child experiencing multiple issues or types of abuse.

Staff should always maintain the attitude that abuse “could happen here”. Staff should be particularly alert to [Children potentially at greater risk of harm](#) and vigilant in identifying the signs and indicators which could indicate a concern that a child is being or could be at risk of abuse.

As well as maintaining their [Professional development and accessing support](#); staff can remind themselves of the signs and indicators of abuse and safeguarding issues by referring to: [Keeping Children Safe in Education 2023](#): Part 1 and Annex B. and [SSCP - Contacts and Definitions](#).

Signs and indicators of concern may be evident in spaces and places where children spend time (including when online). They may be present in the child or others around them (including adults or children); in their:

- Appearance
- Behaviour
- Communication

Signs and indicators can be recognised by staff through:

Concerns shared directly by a child: Staff *must not rely* on children telling them they are experiencing abuse. Children may not recognise; feel ready; know how to or be able to communicate concerns or worries. Staff must therefore act in accordance with our [Safeguarding Statement](#); [work in partnership](#) and use [professional curiosity](#) and skills in developing trusted and supportive relationships in their everyday work with children.

Observations: In person or online (including online behaviour in school) of a child or someone else (for example a parent, someone working or visiting the school).

Concerns shared by others: either verbally or in written communications. This could be parents; other children; other staff members or other adults who may be working in or with the school or individual children.

Other systems we have in place: For example online filtering and monitoring or information from other agencies through [working in partnership](#) etc.

There will be occasions where there are signs and indicators of concern but not enough evidence to indicate that the child is at risk of or experiencing abuse. Signs and indicators could be present for a variety of reasons as well as abuse (for example other family circumstances; health or learning needs); and may act as an early sign for the need for early help and support. In such circumstances; staff are still expected to respond in line with this policy.

Respond

Ensure the immediate safety of the child potentially at risk. If there is **immediate danger**; take action as necessary to protect the child, others and yourself (including contacting emergency services on 999 and [refer child protection concerns](#))

Apply other relevant policies/procedures (e.g. behaviour; first aid; attendance, staff code of conduct and/or [Appendix B: Child-on-Child Abuse Procedures](#) as applicable).

Seek views/gather relevant information (if safe to do so).

Remember: Listen (don't investigate), reassure (don't promise) and explain you will be reporting the concerns.

Immediate safety

If a child is in **immediate danger**; staff must take individual action as necessary to keep the child, others, and themselves safe. They must:

- Contact emergency services if someone is in immediate danger (999).
- If necessary; refer child protection concerns themselves (follow [Multi-agency Referral: Reporting concerns \(MARF\)](#))
- Work in line with our Behaviour Policy and [Use of reasonable force in schools](#) guidance.
- Report any allegations of harm by adults in a position of trust or unsafe practices in school in line with the [Ensuring safe staff](#).

Other relevant policies/processes

Staff may need to follow other school safeguarding policies/processes (see [Linked Policies](#)) as applicable along with responding in line with this policy. All staff will immediately consider how best to support and protect the child and any other children who may be at risk or involved; ensuring they act in their best interests. Where there are concerns of child-on-child abuse; [Appendix B: Child-on-Child Abuse Procedures](#) should be referred to.

Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the setting/school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (Refer to body map in [Multi-agency referral form \(MARF\)](#))

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to ISI as soon as

reasonably practicable or within 14 days (see Appendix F). Seek views and gather information from the child and others.

Where safeguarding concerns are identified; staff should (where it is safe to do so) always seek the views of and directly from:

- Children (where appropriate and depending on the circumstances and their role with children);
- any other people involved in school (only on a need-to-inform/know basis for the purposes of gathering information for the purposes of safeguarding: see [Record Keeping and Information Security](#))
- Their parents (if necessary and depending on the circumstances and their role).

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead.

Seeking views from the child/parents means asking them what they think using open questions (What? How? etc) and if they want any help or support. Staff should listen, reassure, and explain that concerns will be reported. Staff should avoid making assumptions, judgments or investigating. Please also refer to [When concerns are directly shared by a child](#).

Views should always be sought unless it is not safe to do so. This includes where seeking views would:

- Place the child at increased risk of significant harm.
- Place any other at risk of injury.
- Obstruct or interfere with any potential Police investigation.
- Lead to unjustified delay in making enquiries about significant harm.

If needs for help and support are identified; parents and children should always be asked for their consent to share information with other organisations so that help and support can be provided to them. If consent is not given; staff should follow guidance in the [Recording Keeping and Information Security: Sharing safeguarding information with others](#) section.

Any uncertainty about seeking views should be discussed with the Designated Safeguarding Lead. Decisions to share safeguarding concerns with other organisations without consent will be [reported to](#) and overseen by the Designated Safeguarding Lead.

If a child is non-verbal or not able to explain their views themselves due to their age, level of development or needs; then staff should pay attention to how the child may be expressing their views and feelings through their behaviour and use communication tools to help the child share their views. There are TA's, Well-Being Officer, School counsellor that we use to support the children at Prestfelde.

When concerns are directly shared by a child

Children are more likely to share their experiences and feelings with someone they know and feel comfortable talking to.

When children share the details of or feelings about abuse; the process of sharing can sometimes take time. Children may not share in full or give staff (and sometimes not the same staff member) pieces of information over time. When they do share, this may not always be verbally or directly; but the child may share in the Appearance, Behaviour or other forms of communication (see [Recognise](#) section).

It takes a lot of courage for a child to share that they feel unsafe or are experiencing abuse. There are many reasons why children do not share their experiences (for example, uncertainty, shame, experiences of discrimination, fear, denial or a lack of understanding or ability to recognise and explain their experience).

When children are sharing their concerns; staff should:

- **Listen to the child.** Please refer to this [NSPCC poster](#).
- **Remain calm:** the child may stop sharing if they feel the staff member is upset or shocked by what the child is telling them.
- **Explain it can't be a secret.** Staff must explain to the child that what they share has to be passed on and to who so that you can help them. Think about when to do this to make sure the child feels safe and can continue to trust you and other staff.
- **Reassure** and offer comfort to the child (physical touch should not be automatically offered as comfort); recognise their feelings and their courage in sharing their experience. Never deny or minimise what the child is telling you or reprimand them if they decide not to share or for not telling you before.
- **Seek the child's views:** use questions or communication tools that help the child to share from their own point of view. Gather information: do not investigate or assume what is happening to the child.
- **Explain** what will happen next. If you don't know everything that is going to be done, tell the child that you will make sure that they are kept informed.
- **Report and record** the conversation immediately as outlined in the [Reporting concerns](#) section.
- **Seek support** if you feel distressed. Staff can get support from the DSL and the HR Department at Prestfelde who will signpost them to the appropriate help and support.

Report in person to the Designated Safeguarding Lead as soon as possible.

Record your concerns, decisions, actions and outcomes on the safeguarding recording system.

If concerned about a member of staff or someone else in the school; report in line with [Ensuring safe staff](#).

Report

Report to Designated Safeguarding Lead

All safeguarding concerns must be Reported to the Designated Safeguarding Lead [as soon as they are recognised and after the initial response to the child and others](#). Staff are expected to verbally report their concerns to the Designated Safeguarding Lead.

Where concerns involve an allegation of harm or a low-level concern about someone working in or at the school; staff must follow [Ensuring safe staff](#).

Record concerns

All safeguarding concerns must be recorded by the staff member in writing on our online system Safeguard My School or on the Safeguarding concern report form (Please see Appendix F.) Where physical injuries to a child form part of the evidence of the concern; staff will record information about the physical injuries observed on a Body Map

Each safeguarding concern record should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- any action taken, decisions reached and the outcome.

If staff are unsure of the recording requirements staff should seek advice from the Designated Safeguarding Lead.

Designated Safeguarding Lead Response

Safeguarding concerns can be [raised by staff](#) as above; but may also be raised to the Designated Safeguarding Lead by:

- Children, parents, or visitors to the school.
- Other agencies (see [Working in Partnership](#))
- The school's ICT filtering and monitoring systems.
- Safeguard My School

The Designated Safeguarding Lead will:

Consider and assess the concern.

Review the information reported; gather any further information as necessary; including conducting a risk and needs assessment if necessary. The Designated Safeguarding Lead will use and refer to the following:

- [Keeping Children Safe in Education 2023](#)
- [SSCP Threshold Document](#)
- [Other relevant local tools and pathways \(West Midlands Procedures\)](#)
- [When to Call the Police Guidance for Schools](#)

Decide on what action to take.

Once the concern has been considered and assessed; the Designated Safeguarding Lead will decide on action(s) to be taken. They may wish to delegate actions to other members of staff; in the best interests of the child. The DSL will assist the Headteacher with decisions to [Ensuring safe staff](#) in school.

In making decisions; the Designated Safeguarding Lead will work in partnership with the Headteacher; relevant staff/senior leadership team in line with their [Roles and Responsibilities](#) and any other organisations as appropriate (see [Working in Partnership](#) and [Record Keeping and Information Security](#)).

Actions could include one or more of the below

Manage internally: in alignment with school policies and processes including offering support to the child and their family through the school pastoral support (Universal/School Early Help) offer in a way which addresses the needs/risks identified. This may also include actions to make locations/infrastructure in school (including online) safer; adapt the

curriculum to ensure we are [Teaching our children how to keep safe.](#) ; or [Working in Partnership](#) .

- **Offer Early Help/Targeted Early Help.** This could include offering and/or referring the child or their family enhanced or specialist support services to address the needs/risks identified in line with the [SSCP Thresholds document](#) and locally available provision. Any referrals for support will require parental consent and will take account of children's wishes and feelings.
- **Raise concerns to Children's Social Care** in line with the [SSCP Thresholds document](#) and [relevant local tools and pathways](#).
- **Report to the Police.** If there are any concerns that a crime (including online) may have been committed by someone against or involving a child; concerns will be reported to the Police.

Where there is possible criminal behaviour by a child (including in circumstances of child-on-child abuse); we will take account of [When to call the police: guidance for schools and colleges](#).

Other local referral processes will also be followed as applicable: including referring to relevant multi-agency forums and processes as outlined in [relevant local tools and pathways](#) (e.g. to [Prevent Radicalisation](#); ensure [Online Safety](#); respond to domestic abuse: [Multi-Agency Risk Assessment Conference](#)).

Record actions, decisions, and outcomes.

On the child protection file and in line with [Record Keeping and Information Security](#) . This will include assessments and discussions (including meeting notes/minutes) of discussions and meetings with staff or others (see [Working in Partnership](#)).

Manage and oversee any ongoing response.

Once the initial actions are taken; the Designated Safeguarding Lead will decide whether there is an ongoing need to actively monitor or manage the safeguarding needs of a child. Where this is decided; they will ensure that the school [works in partnership](#) with the child; parents, and any other involved agencies. This may include taking further actions (as outlined above) where concerns escalate.

The [SSCP Escalation/Resolution of Professional Disagreements Policy](#) will be used to challenge, resolve and if necessary escalate any concerns the school may have when working with other agencies in safeguarding children.

15. Children Missing Education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible the school will hold at least two emergency contacts for very child in the school in case of emergency and in case there are welfare concerns at home.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway. [Children missing education information \(Shropshire Council\)](#)

There are many reasons why we want young children to have regular attendance at our setting. As well as supporting their learning and development, we want to try to make sure that children are kept safe, their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.

At Prestfelde, we have procedures for recording and following up any unexplained non-attendance and know how to respond to different problems and where to access advice, support or whom to alert if concerns arise.

15.1 Missing Child Procedures

Missing Child during the school day

Upon discovering that a child is missing from their form or any other supervised activity during the school day, the following procedures should be activated.

1. An incident form opened and the time recorded.
2. Classmates and friends should be asked of the child's whereabouts and any relevant information noted. Also, where and when the child was last seen.
3. A check on the absence sheet located on the Head's notice board in the Common Room.
4. A check made with the School Office regarding absences or permission for leave, such as medical appointments.
5. Matron should be contacted to discover whether the child has reported to the Health care centre.

Should these lines of investigation prove unsuccessful, then the following staff should be notified as a matter of urgency.

Mr N Robinson, Headmaster

Tel: Office Ext 003

Mr M Haswell, Deputy Head (DSL)

Tel: Office Ext 026

Mrs Kelly Jones, Matron

Tel: Office Ext 006

Miss Luciana Vallonchini, Boarding Matron (Boarding After Hours number) 07486979224

If they are unavailable, the Heads of School will take responsibility as designated leads until such time as they can be contacted.

A thorough search of the school premises will be organised and co-ordinated by the DSL who will inform the relevant Head of Year and Form Teachers of the child's disappearance.

Appropriate cover for their lessons will be via staff available in the Common Room at that time or in the adjacent classroom.

A base will be made in the visitor's room of Prestfelde House from which the search will be co-ordinated. This will include the assistance of the grounds and maintenance staff via the two-way radio's available from the bursar's office.

This search should be concluded within half an hour of the initial report of absence. The DSL will extract personal files on the child from the core database, and a recent photograph, if available.

Parents will be contacted and the police may then be informed. The Chaplain should also be contacted.

15.2 Missing during Boarding hours

If they are unavailable, the duty staff will take responsibility until such time as they can be contacted.

If a boarder goes missing during your boarding night, you should remember to stay calm and think logically and fast. You should first conduct a visual search in the building and check the following locations:

- Other boarders' dorms
- Bathrooms
- Games Room
- Boarder's Lounge
- House Mistress' accommodation
- Medical Centre

If you have checked all the above locations and can still not find the boarder within the building, you should advise the House Mistress/other member of duty staff and question the other boarders about their whereabouts. More often than not, other boarders will know where the child is.

In the instance that the other boarder's do not know, you should press the emergency bell so that the Head of Boarding comes into the boarding house and begin a visual search of the remainder of the school buildings and immediate outside area. With the support of Gap Students, you should check the following locations:

- The Head's office/front office
- The grounds immediately outside the Harry Potter door
- The dining room
- Beckbury
- The senior school building
- The middle school building
- The cage/tennis courts/adventure playground

- The boys' changing rooms
- The school fields

Meanwhile, the House Mistress should question the boarders to ascertain any information that may support in locating the missing child.

- If the child is not to be found on the school grounds, the Head of Boarding will contact the Deputy Head Pastoral, who lives in proximity, and will also contact the boarder's parents.
- If the child has not been located within 60 minutes of going missing, the police should be called immediately.
- If the child in question is subject to a child protection plan, the child's social worker should be contacted by the DSL (Deputy Head Pastoral) immediately.
- If the child in question may be at serious risk, or has gone missing under concerning circumstances, the Head of Boarding must contact the police and report the child missing immediately.

15.3 Missing on an outing

- An immediate head count would be carried out in order to ensure that all the other children were present and checked against the transport risk assessment form.
- An adult would search the immediate vicinity.
- The remaining children would be kept under supervision by a member of staff until it was time to return to school.
- The venue manager would be contacted in order to arrange a search.
- The Head and/or the Deputy Head/DSL will be contacted by mobile phone
- Ask the Head to ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to [the venue/ the school] immediately.

15.4 Follow Up Procedure

1. Interview child's friends and record possible reasons for the disappearance.
2. Look for evidence of unhappiness, bullying, etc.,
3. Convene emergency staff meeting to discuss the incident, if required.
4. Arrange some refreshments for parents, if required.

15.5 Reintroducing the child into school and their Form / Class

1. Explain to the Form, and then to the school as a whole, the foolishness and Consequences of running away. Highlight the positive aspects of being able to talk to someone about the problem before it becomes a serious issue. i.e. friends, teachers, matron, Chaplain, Child-line etc.
2. Discuss how the child may be feeling: apprehensive, frightened etc., and suggest ways of helping him / her back into the Form. Beware of making him or her a hero.
3. The child should be monitored by each teacher in every lesson, and the DSL kept informed of any developments until such time that the risk of further problems have diminished.

4. Parents will be informed on a daily basis of how the child is settling back in, until it is deemed appropriate to finish.
5. A full written report of the incident and follow up actions will be compiled by the DSL and entered into the child's records. A copy will be filed for reporting to the governor with responsibility for safeguarding.

15.6 Reintroduction to Boarding

A reintroduction to the boarding house is essential as soon as possible, and a similar sympathetic approach to the suggested procedure above should be adopted.

The DSL should be brought up to date on events each morning before the start of the school day, and will liaise with the relevant parties on monitoring progress.

15.7 Little Prestfelde

Upon discovering that a child from Little Prestfelde is missing from their form / class or any other supervised activity during the day; the following procedures should be followed.

- Depending upon the time of day, ascertain from the form/ class teacher, peers or playground supervisors when the child was last seen.
- Matron will be contacted to discover whether the child has reported to the medical centre.
- Head of Little Prestfelde to be informed in the first instance.
- A check made with the school office for any further information.
- An incident form opened and the time recorded.
- A thorough search made of Little Prestfelde buildings and immediate surrounds made by form/class teachers or classroom assistants.
- Staff to report back to Head of Little Prestfelde.

Should these lines of investigation prove to be unsuccessful, then the following staff should be informed as a matter of urgency.

Mr N Robinson, Headmaster	Tel: 01743 245 400
Mr M Haswell, Deputy Head (DSL)	Mob: 07915053721

These are personal numbers and otherwise they can be contacted during the school day via the office.

If they are unavailable, duty staff will take responsibility until such time as they can be contacted.

A thorough search of the school premises will be organised and co-ordinated by Mr M. Haswell in line with the operating procedures of the main school, and be conducted from the main school office. Should the search prove unsuccessful, then the police will be informed and their advice sought. The Head will telephone the child's parents and explain what has happened, outlining the steps which have been set in motion. They will be asked to come to the school immediately.

Missing Child Information

- DSL responsibility for setting up search procedures.
- Form Teacher in classroom area.

- Boarding Housemistress
- Deputy Head for Changing Rooms, Chapel, Little Prestfelde & Swimming Pool.
- Head of Middle School, Dovey Centre, Gym, Art & C.D.T., Music School.
- Bursar to alert grounds and maintenance staff via two-way radios or mobile phones.
- Secretarial staff control centre for search response.
- D.S.L covering all other areas or sightings.

16. Safe use of ICT and mobile phones (please refer to ICT and Acceptable Use Policy)

The following section will be followed by all staff at Prestfelde:

It is vital that as staff working with children in our school that you build trusted relationships with them. This means listening to and supporting them in a way which meets their needs in your everyday work. This will help our children to feel reassured, safe and able to communicate with you more easily.

Key points to remember for taking action are:

- in an emergency take the action necessary to protect the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (Appendix F)
- seek support for yourself if you are distressed.

17. Risk Assessment

- Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- The Headmaster has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

18. Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at the setting/school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (Refer to body map in [Multi-agency referral form \(MARF\)](#))

Any serious injury occurring in the school/setting e.g. broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to ISI as soon as reasonably practicable or within 14 days (see **Appendix F**).

19. Monitoring and review

The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Leadership Team regularly on the operation of the School's safeguarding arrangements and submit a report on child protection issues to the Headmaster every term.

19.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

19.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

19.4 The full Governing Body will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety and filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks its pupils face.

19.5 The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled, including lessons learned; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The full Governing Body should also consider independent corroboration, such as:

19.5.1 inspection of records or feedback from external agencies including the Designated Officer(s) 19.5.2 reports of ISI inspections 19.5.3 the outcome of any relevant complaints, claims or related proceedings; and 19.5.4 press reports. 19.6 The full Governing Body will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

20. Whistleblowing (please refer to the Prestfelde Employment Manual)

Honesty and Integrity: The School is committed to conducting its business with honesty and integrity, and we expect all staff to maintain high standards in accordance with the Code of Conduct. All organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring and to address them when they do occur. Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency.

21. Recruiting Staff (please Refer to Safer Recruitment Policy)

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child

protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. DBS Certificates must be requested before the appointment. In the event of this not being possible or if the DBS Certificate is delayed, the School will undertake a risk assessment prior to an appointee commencing work. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Recruitment Policy.

We provide adequate and appropriate staffing resources to meet the needs of children. (More information can be found in our recruitment and retention policy).

Job adverts and application packs refer to our safeguarding policy and procedures.

Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. This policy is included in the application information for candidates. We also ensure that all applicants complete a robust application form. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes.

In accordance with Keeping Children Safe in Education 2023: Part 3; we maintain a record of information we have received to confirm the necessary pre-appointment safer recruitment checks are completed on staff (including volunteers, supply staff and students); Governors/Trustees; [contractors](#); and [visitors](#) who attend our school in a professional capacity. We complete the checks on staff, volunteers, and Governors/Trustees who we recruit ourselves. For those who are recruited by others; we ensure that we receive written confirmation of the relevant checks completed and check their identification before they are allowed to work unsupervised or engage in regulated activity with children.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability are allowed to work unsupervised or engage in regulated activity with children. We reserve the right to refuse access to the school site any person who we are not assured is safe to work or engage in regulated activity with children.

On appointment; staff (including volunteers) receive a robust induction programme which provides them with the relevant safeguarding knowledge but also clarity on the expected

standards of behaviour within and outside of school. Please see [Professional development and support](#).

If any safeguarding concerns of allegations arise relating to a member of staff, Governor/Trustee or other person working on our school premises; staff are expected to act in line with [Ensuring safe staff](#) and [Staff Safeguarding Concerns: Recognise, Respond, Report](#).

22.1 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the electronic visitors' sign in iPad and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or 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 to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

22.2 Staff Supervision (including students and volunteers) (please refer to Supervision Policy)

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP and Educare online approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. If a member of staff is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The setting will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Staff are also required to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2021 3.14-3.18 and Keeping Children Safe in Education 2022.

23. Use of school premises for non-school/college activities

The governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Appendix A



Early Years

The role of the Designated Safeguarding Lead

The Registered Person/Body should ensure an appropriate practitioner must be designated to take lead responsibility for safeguarding children as the designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the setting to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual settings as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

There must be a designated safeguarding lead (or a deputy) always be available for staff in the setting to discuss any safeguarding concerns.

Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual setting, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for the setting and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a setting) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Registered Person/Body and relevant senior staff, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the setting. This includes:
- ensure that the setting knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should 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.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

Where children leave the setting the designated safeguarding lead should ensure their child protection file is transferred to the new setting/school as soon as possible. This should be transferred separately from any other files on the child being shared, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving settings/schools should ensure key staff such as designated safeguarding leads and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new setting/school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the next setting/school. For example, information that would allow the new setting/school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the setting's child protection policy and procedures, especially new and part-time staff;
- ensure the setting's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Registered Person/Body regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the setting in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP).
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with appropriate staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked.

Listen to the voice of children and understand their views.

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them; and

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in the Statutory Framework for the Early Years Foundation Stage (2021) Section 3 – The Safeguarding and Welfare Requirements 3.69 – 3.72 and the Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the setting and with other setting's/school's on transfer, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.



PRESTFELDE

Appendix B

Child-on-child abuse

1.1 Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and/or outside school and/or online. This includes, but is not limited to:

1.1.1 bullying (including cyber-bullying and prejudice-based and discriminatory bullying);

1.1.2 abuse within intimate personal relationships between peers (teenage relationship abuse);

1.1.3 physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and/or encourages physical abuse);

1.1.4 sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;

1.1.5 sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

1.1.6 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;

1.1.7 consensual and non-consensual sharing of nude and semi-nude images (also known as "sexting" or "youth produced sexual imagery") means the taking and sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop;

1.1.8 upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

1.1.9 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 include an online element); 2 The School's approach to child on child abuse

2.1 Staff recognise that even if there are no reported cases of child on child abuse, such abuse may be taking place and is not being reported. Staff understand the importance of reporting any concerns about child on child abuse to the DSL (or the DDSL in the DSL's absence).

2.2 Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up" can lead to a culture of unacceptable

behaviours, an unsafe environment for children and its worst to a culture that normalises abuse.

2.3 All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and/or the school's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.

2.4 Appropriate action will involve supporting all members of the school community who may be involved (victim, perpetrator and any other pupil effected) as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.

2.5 Systems are in place for pupils to confidentially report abuse which are advertised through year Assemblies and reinforced in school through posters. A strong message is given through assemblies, Form lessons and PSHE lessons that disclosures are taken seriously.

2.6 The school works through the use of talks with external speakers, assemblies given by the DSL, house culture and PSHE lessons to encourage disclosures and a reporting culture.

3 Sexual violence and sexual harassment (SVSH)

3.1 Where the misconduct may constitute sexual violence (rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.

3.2 Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

3.3 SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.

3.4 The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The School acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.

4 Management of allegations of child-on-child SVSH

4.1 The initial report 4.1.1 The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.

4.1.2 The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.

4.1.3 They should: (a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity; (b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm; (c) where there is an online element, considering the searching, screening and /or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child; (d) explain the next steps and how the report will be progressed; (e) make a written record of the report (recording the facts as the child has presented them); (f) inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

4.2 DSL's considerations

4.2.1 Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow and the facts may be difficult to establish. These decisions are made on a case by case basis taking all of the circumstances into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

4.3 School's considerations

4.3.1 The school will consider: (a) the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children; (b) the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour has been displayed; (c) the ages and developmental stages of the children involved and any imbalance between them; (d) if there is an intimate personal relationship between the children; (e) whether there are any ongoing risks to those involved; (f) the time and location of any incident, and any action required to make the location safer; (g) the wider context.

4.3.2 Before deciding how best to support and protect those involved, this will include immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the knowledge that police investigation and criminal proceedings can take several months to conclude.

4.3.3 The School will make a proportionate response to these matters in light of the circumstances and the factors identified above and decide if any further action is appropriate.

4.3.4 The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5. Investigations and findings

5.1 The School will record the findings of investigations undertaken by the police and/or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertaken or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances where this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.

5.2 The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and/or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

Appendix C



PRESTFELDE

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring setting, school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL/SETTING SENDING CP FILE:	
ADDRESS OF SCHOOL/SETTING SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college

NAME OF SCHOOL/SETTING RECEIVING FILE:	
ADDRESS OF SCHOOL/SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	

DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference*

Appendix D

Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

1. Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
2. Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

1. Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
2. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

1. Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
2. Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

1. actively promote intolerance of other faiths, cultures and races
2. fail to challenge gender stereotypes and routinely segregate girls and boys
3. isolate children from their wider community
4. fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Appendix E -

Serious injuries, accidents and illnesses

The setting must tell ISI about any of the following in relation to serious injuries, accidents and illnesses:

- the death of a child
- anything that requires resuscitation
- admittance to hospital for more than 24 hours
- a broken bone or fracture
- dislocation of any major joint, such as the shoulder, knee, hip or elbow
- any loss of consciousness
- severe breathing difficulties, including asphyxia
- anything leading to hypothermia or heat-induced illness
- any confirmed cases of coronavirus (COVID-19) in staff or children

Minor injuries

The setting does not need to tell ISI about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- animal and insect bites, such as a bee sting that doesn't cause an allergic reaction
- sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
- cuts and grazes
- minor burns and scalds
- dislocation of minor joints, such as a finger or toe
- wound infections

Eyes

The setting must report to ISI if a child suffers any loss of sight, whether it is temporary or permanent. You must also tell us about any:

- penetrating injury to the child's eye
- chemical or hot metal burn to the child's eye

Substances and electricity

If a child in our care suffers any injury from, or requires medical treatment for, any of the following situations we must tell ISI:

- from absorption of any substance:
 - by inhalation
 - by ingestion
 - through the skin
- from an electric shock or electrical burn
- where there is reason to believe it resulted from exposure to:
 - a harmful substance
 - a biological agent
 - a toxin
 - an infected material

The setting must fulfil our legal requirements and submit the online report to ISI as soon as reasonably practicable, but no later than 14 days by completing the on-line reporting process at <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

Appendix F



PRESTFELDE

CONCERN REPORTING FORM

Logging a concern about a child's safety or welfare

Part 1 – For staff use

Child Name:			
Date of birth:		Year Group / class:	
Name of referrer:		Role of referrer:	
Details of concern: <i>What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</i> <i>What is the pupil's account/perspective?</i>	<i>(Use body map if appropriate)</i>		
Reported to:		Role of person reported to:	
Signed:			

Date:	
--------------	--

Part 2: For DSL/Deputy DSL to complete

Action taken:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer? If yes note discussion		If not, state reasons why	
Referral made: <i>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</i>		If not, state reasons why	
Feedback to referring member of staff:			By whom

Response to / action taken with pupil:			<i>By whom</i>
Other notes / information: <i>When making a referral about an acute specialist need/child protection follow up with a MARF</i> Any other action required:			
Signature of DSL		<i>Date</i>	

Appendix G

Local arrangements

Shropshire Safeguarding Partnership Contact Numbers

Reporting concerns If you think a child or young person is being harmed or at risk of being harmed you must contact the First Point of Contact (FPOC), Children's Services and tell them your concerns. It might be you that's being harmed.

Don't delay, please contact us straight away - we're here to help you. Please report your concerns to FPOC on **0345 678 9021**.

If you need to report concerns out of office hours, then please contact the Emergency Duty Team on **0345 6789040**.

If you are a professional reporting concerns then you will need to follow this up in writing using the Multi-agency Referral Form (MARF).

Alternatively, you can report your concerns online to the NSPCC via the 'Report child abuse online - NSPCC website'.

You can also speak to: • Protecting Vulnerable People

(West Mercia Police): **0300 333 3000**

• NSPCC: **0800 800 5000**

• Childline: **0800 1111** If a child is in immediate danger If you think a child is in immediate danger, call the emergency services on **999**.

Appendix H

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Use of mobile phones and cameras

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place. There is evidence that some people have used sporting events as an opportunity to obtain inappropriate photographs or film footage of children in vulnerable positions. It is advised that any concerns be reported to the Designated Safeguarding Lead.

In commissioning professional photographers or inviting the press to an activity, it is important that they are made aware of what is expected of them in terms of child protection.

As with all school visitors, they should be signed in at the school office, and wear a visitor's badge.

Parental permission is sought for all photographs in relation to school activities.

Photographs can be used as a means of identifying children when accompanied by personal information. Caution is advised in using first and surnames of individuals in photographs, and should be avoided if possible.

Passport size photographs of each child in the school are held on file for the purposes of identification in cases of missing child/children.

To protect pupils we will:

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

Mobile Phones and Cameras in Early Years and Foundation Stage

Appropriate use of mobile phones is essential at Prestfelde. The use of mobile phones does not detract from the quality of supervision and care of children. All parents have the mobile phone number that is used and are encouraged to text or phone. Practitioners are able to use their personal mobile phones during their break times when not in the Early Years setting and away from pupils. During working hours they must be kept out of the reach of children and parents. Staff phones will be kept in a secure phone safe and will be only accessible to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct. The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones

Ensuring the Safe and Appropriate Use of Mobile Phones

Prestfelde allows staff to bring in mobile phones for their own personal use. However, they must be always kept in the phone safe and are not allowed to be used in the toilets, changing rooms or in the play areas at any time. If staff fail to follow this guidance, disciplinary action will be taken in accordance to Prestfelde school staff code of conduct. If

staff need to make an emergency call, they must do so either in the main or head's office. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras and tablets available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school.

Members of staff may only contact a parent/carer on school approved mobile phones.

Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call, they may use either the main or the manager's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the head's permission.

Important contact details of the children are kept on the school's mobile phone in case of an emergency.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Prestfelde. We take a mixture of photos that reflect the pre-school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Prestfelde understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

Visitors to the setting are requested not to bring their mobile phones onto the premises.

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E-Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as facebook, twitter, MSN, tumblr, snapchat and instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and

enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **Safeguarding on the internet and ICT policy** found on the website and on the school's intranet explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. The ICT co-ordinator Mr Simon Sowden runs a Digital citizenship course where he clearly explains the rules and pupils on site usage in school.

Staff/pupil relationships

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

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the Early Year's setting is Mrs Katie Warner.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Appendix I

Date

Missing Child Report Form

Date:

Name of missing child:
(Please print full name)

Age:

Form Teacher:
(Please print name)

Day / Boarder:

Head of year:
(Please print name)

Person reporting missing child:
(Please print name)

Time child was first missed:

Place where child was last seen:

Apparent reason for disappearance if known:

School buildings check list:

- Main teaching block
- Middle School
- Dovey Centre
- Gymnasium
- Art & C.D.T.
- Music School
- Swimming pool
- Chapel
- Little Prestfelde
- Prestfelde House
- Beckbury House
- Highfield House
- Grounds and Maintenance

School grounds check list.

- Beckbury garden and the Lodge area
- Around Middle School
- Rear of Gym
- Rear of Art & C.D.T.
- Garages
- Highfield boundary & woodland
- Top field
- U10 Cricket area.
- Lower sports fields.
- The pond
- Little Prestfelde
- Prestfelde House car park

Personnel informed:

- Head
- DSL
- Deputy Head Academic
- Chaplain
- Housemaster
- Form Teacher

Outcome:

Child found by:

Full details of location:

Visual assessment of child's health and mental state:

Reaction of parents/guardian:

Signature of person finding the child.
(Please print name below signature)

Time:

Date:

Any other comments:

Search Check list

The school site

Area	Searched by	Time	Completed
Classroom Block			
Middle School			
Dovey Centre			
Gymnasium			
Art, C.D.T. & Garages			
Music School			
Adventure Playground			
Little Prestfelde			
Chapel & Learning Support			

Swimming Pool			
Old Classrooms			
Prestfelde House			
Beckbury House			
Lodge Grounds			
Lower Games Field			
Highfield House			
Highfield lawn & grounds			
Upper Games Field			
Pavilion & outbuildings			

Areas surrounding the school site

Area	Searched by	Time	Completed
London Road right to Column			
London Road left to A5 island			
Preston Street to Column			
Preston Street to Sub Station			
Sub Station to River			
River bank right for 500m			
River bank left for 500m			

Little Prestfelde

Area	Searched by	Time	Completed
Nursery			

Cloakroom & Toilets			
Library/Foyer/Office			
Reception Classrooms			
Year 1 Classrooms			
Year 2 Classrooms			
Indoor play area			
Adventure Playground			
Surrounding external areas			

Appendix J



EYFS Collection of Children and Missing Child Policy

The safety of children in our care is of prime importance, we therefore within the EYFS have certain procedures in place for the collection of children at the end of a day or a session:

When registering a child within FS1 and FS2 we request names of those who have been given permission and will be picking the child up on a regular basis. These are listed in writing by the parent on a collection authorisation form and a password is stated by the parent if the person is unknown to us.

When someone other than one of the main named carers is collecting a child, we ask that we are informed on a daily basis when they bring the child to nursery or school – or by contacting the school office or class teacher during the day.

We ask that the person collecting is a responsible adult (over 18) and is known to the child

We require relevant identification or the pre-arranged password, ideally we would like to have met the person previously.

If there is any cause for concern or clarification, the parent will be contacted before the child is released to anyone's care.

If a parent has not informed us that someone else is collecting, we will not allow the child to leave without first checking with the parent.

Uncollected child procedure

This procedure applies to any child uncollected at the end of a school/nursery day or from after school care.

In the event of a child not being collected, the following steps should be taken:

If it is at the end of the school day, reassure the child and settle them in After School Care (Den).

a) Check if a message has been received by the office.

Ask the office to telephone the child's parents/ carers.

Ask the office to contact the emergency contacts for the child

If the office is closed, the staff member in charge should gain the child's contact details from the school database ISAMS, and emergency contacts details from the child's collection form.

If no contact is made with the child's parents/ carers, Inform the Head of Little Pestfelde or another member of the Senior Management Team on site, who will assume responsibility for the child if he / she has not been collected by the end of After School Care.

If necessary, arrange for the child to have supper.

If the child's parents / carers have not been traced by supper time the Boarding Matron alongside the most senior member of staff on-site should assume responsibility for the child and the Police informed.

EYFS Missing child procedure

The possibilities of losing a child whilst in our care are extremely slight. However, we do have to have procedures in place to follow should such an incident occur.

If a child is lost whilst in our care we will follow these procedures:

Once a child is confirmed as missing, the Senior member of staff in charge will be informed. This may be the Head of Little Prestfelde, or Deputy heads of the school.

The Immediate area will be searched for the child by a senior member of staff, who will also inform the school office to alert other staff around the school. Other staff involved in the search will be asked to inform the school office immediately if they find the child.

Other EYFS staff members are to stay with remaining children to ensure their safety.

After conducting an immediate search of the school and grounds, if the child has not been found-within 15 minutes, the school office will be asked to telephone the police. The senior member of staff in charge will then liaise with the police, providing all requested information.

If on a trip outside school, the senior staff member present will telephone the school to inform them and all procedures to alert the police will be followed from the school. The senior member of staff in charge will then follow direction from the police.

Parents concerned will be telephoned by the school office

Following the incident a report will be written and Risk Assessments reviewed by Senior staff.

If deemed necessary Ofsted/ISI will be informed and provided with incident reports.

Before taking any child out of nursery for an outing we follow our Trips and visits Procedures and complete a Risk Assessment.

Intruder/ kidnap procedure for EYFS

Staff should always be wary of people they don't know/suspect.

If a suspicious person is noticed within the Little Prestfelde or school premises/grounds the following should be adhered to:

In the event of having to approach the person, two staff members (ideally the senior management) should do this together and have a phone with them as a means of communication with the school.

After ascertaining the reason for their presence, either:

Help them with their enquiry or direct them to the school office for assistance if appropriate.
OR

If they become offensive/aggressive remove yourself immediately to a place of safety within the buildings and raise the alarm with the school office. 999 should be called.

If you are at all suspicious, follow the same action as above.

The children should be kept securely in the Little Prestfelde or school buildings.

If the intruder is within the buildings, staff and children should remain in their rooms with doors closed, or if possible to do so safely, gather at the fire assembly point outside.

999 should be called immediately. Staff should make no further attempt to communicate with a potentially aggressive intruder.

If the intruder makes their escape before the police arrive, details and full description should be made in order to assist the police.

If a person attempts to convince staff that they are family/friends of any of the children – the collection procedure should be followed. No person should be allowed to take a child without correct permission.

If a child is 'snatched' from the Little Prestfelde or school grounds – the police must be informed immediately and staff made aware. The lost child procedure must then be followed without putting the remaining children at any further risk.

No attempt should be made by staff to restrain or go after the intruder.

Following any of the above, an incident report should be completed and submitted to relevant authorities as required.

Appendix K

Low level Concerns Policy (For full Policy please see Low-level Policy)
[Low Level concerns Policy](#)

Key Contact information:

Below is the key contact information you may need to raise an allegation or low-level concern under this policy.

Designated Safeguarding Lead (DSL) Mr Michael Haswell (Deputy Head Pastoral and SLT)	Email: mhaswell@prestfelde.co.uk Tel: 01743 245400 Mobile: 07915053721 (this number is to be used for emergency holiday contact or out of hours only)
Headmaster Mr Nick Robinson	Email: head@prestfelde.co.uk Tel: 01743 245 400
Chair of Governors Mr Rex Sartain	Email: rsartain@prestfelde.co.uk Tel: 01743 245 400
Nominated Safeguarding Governor Mrs Nicki Cooper	Email: ncooper@prestfelde.co.uk Tel: 01743 245 400
LADO Ellie Jones	Email: lado@shropshire.gov.uk Tel: 0345 678 9021

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