

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 2025
Date of review	September 2025
Date of next review	August 2026
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Sections where significant changes have taken place	Amendments to the Policy
Throughout the document -Addition of "harm" where ever abuse, neglect, exploitation appears.	<ul style="list-style-type: none"> • KCSiE 2024 replaced with KCSiE 2025; along with changes to page/paragraph numbers where relevant. • Working Together to Safeguard Children 2023 remains. Abuse or abuse/neglect changed to abuse, neglect and exploitation. Local webpage links updated. Incorporated references to National Minimum Standards for Boarding Schools (NMS) throughout, especially in governance, accommodation, health, and safeguarding sections. • A safeguarding response is needed where there is a risk of harm to child (whether by virtue or abuse, neglect, exploitation or indeed some other form of harm that may/may not indicate abuse; such as suicide/self harm/serious violence). See also the updates to children requiring Mental health support section. • Updated names and changes to staff
Online Safety	<ul style="list-style-type: none"> • Updated 'content' risks to include misinformation, disinformation (including fake news), conspiracy theories. • Added reference to Google Gemini. • Added artificial intelligence policy references for AI-related safeguarding incidents. • Added prompt for procedures dealing with safeguarding concerns related to AI. • Added: 'Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.'

	<ul style="list-style-type: none"> • Integrated NMS Standard 8 requirements for online safety in boarding contexts.
<p>Working in Partnership:</p> <ul style="list-style-type: none"> • Parents: Addition of meetings with parents prior to starting EYFS setting <p>Other agencies/partnerships: Removal of Operation Encompass Protocol link and wording amendment</p>	<ul style="list-style-type: none"> • Due to Part 3 EYFS requirements • The Operation Encompass protocols are currently under review due to upcoming changes to the local process. We will send further communication to you once in place. In the meantime, please direct: • School related Operation Encompass enquiries to: sanctuaryscheme@shropshire.gov.uk • Early Years related Operation Encompass enquiries to Charlotte Percival (Charlotte.Percival@shropshire.gov.uk)
Children potentially at greater risk of harm	<ul style="list-style-type: none"> • Changed 'autism spectrum disorder' to 'autism'. • Added considerations for boarding pupils who may be at greater risk, aligning with NMS Standard 7 (health and wellbeing) and Standard 8 (safeguarding).
Linked Policies	<ul style="list-style-type: none"> • Added artificial intelligence policy to the list. • Added references to boarding-specific policies like Boarding Principles and Practice.
Appendix 2 Safer recruitment	<ul style="list-style-type: none"> • Under 'recruitment and selection process', changed date on the KCSIE reference to 2025. • Ensured alignment with NMS Standard 19 (Staff recruitment and checks on other adults).
Health and Safety	Incorporated NMS Standard 9 (Safety of boarders) and Standard 10 (Fire precautions and drills).
Designated Safeguarding Lead Response:	Addition of how ICT filtering and monitoring systems can flag safeguarding concerns.
Children requiring mental health support: Added need to ensure safeguarding response is needed where there is a risk of harm to child as a result of mental health needs.	Children requiring mental health support: This is good practice that many schools already carry out (see addition of harm throughout whole document above) and aligns with practice approach now outlined in updated Relationships and sex education (RSE) and health education - GOV.UK.
Children who are absent from or are not in receipt of full-time education: Update to required number of emergency contacts for Early Years settings and insertion of Early Years Attendance Policy	Early Years Attendance Policy Template available at Early Years and Schools Safeguarding Policies and Guidance Shropshire Learning Gateway (shropshirelg.net)



PRESTFELDE

Child Protection and Safeguarding Policy and Procedures

Prestfelde School

September 2025

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Prestfelde School

KEY SCHOOL CONTACT DETAILS

Headmaster Mr Matty Thavenot	Email: head@prestfelde.co.uk Tel: 01743 245 400
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 and Well-being)	Email: hjones@prestfelde.co.uk Tel: 01743 245400
Deputy Designated Safeguarding Lead (DDSL) Mr Edward Brittleton (Middle School and Assistant Housemaster)	Email: ebrittleton@prestfelde.co.uk Tel:01743 245400
Deputy Designated Safeguarding Lead (DDSL) Mr James Peakman (Assistant Head)	Email: jpeakman@prestfelde.co.uk Tel:01743 245400
Deputy Designated Safeguarding Lead (DDSL) and Mental Health Lead Anna Price (SENDCo)	Email: aprice@prestfelde.co.uk Tel:01743 245400
Head of PSHE/RSE Mrs Emily Ratcliffe	Email: eratcliffe@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

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 Scope and Aims

Prestfelde aims to ensure that:

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

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

The policy is publicly available on the school website 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 2025, and complies with the National Minimum Standards for Boarding Schools (NMS) 2022.

The policy aims to meet the requirements as outlined in Part 2 [Keeping children safe in education](#) and Part 3 [EYFS statutory framework for group and school-based providers](#) .

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2025) and Working Together to Safeguard Children (2023), the Maintained schools governance guide and Academy trust governance guide. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- The Education (Independent School Standards) Regulations 2014, which places a duty on independent schools to safeguard and promote the welfare of pupils at the school.
- The Non-Maintained Special Schools (England) Regulations 2015 (if applicable).
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which means that public bodies have to consider all individuals when carrying out their day-to-day work. This duty supports the fair treatment of all individuals, regardless of their race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity status, marriage or civil partnership
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- The Children and Social Work Act 2017, which requires frontline professionals who work with children to know and understand the significance of sharing information at the earliest opportunity to reduce the risk of harm
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- This policy also complies with our funding agreement and articles of association.

3. Policy Statement

We believe that:

- All children have the right to protection from all types of abuse, neglect, exploitation and/or harm.
- Everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting and always challenging or raising concerns about words or actions which downplay, justify, or promote abuse, neglect, exploitation and/or harm. This applies to anyone who is part of, comes into or works with our school.
- Be child centred and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard (using communication tools and advocacy if necessary); and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations of abuse, neglect, exploitation and/or harm of a child.
- Ensure no child or group of children are treated less favourably by us than others.
- Be aware of and take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

4. Key Terms

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether this is within or outside of the home, including online.
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes

Child Protection is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex B of [Keeping children safe in education](#) 2025.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Governors/Trustees.

Governors/Trustees refers to those who are part of the School's Governing Body. This includes individuals who are at Trust or Charity governing body level as well as part of local school governance bodies.

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.

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.

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children's Act 1989) or has care of a child.

Child includes everyone under the age of 18.

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 2025) 12 term time, references to working days are to the days on which the relevant external agency is working.

This policy is also based on the following regulatory framework:

This policy is based on the following legislation, guidance, standards, and procedures:

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

5. This policy and procedures linked to other policies;

- Anti-Bullying
- Attendance
- Behaviour Management
- Online Safety, including staff use of mobile phones/ devices with imagery and sharing capacity.
- Health and Safety
- Relationship, sex and health education (RSE)
- PSHE
- Complaints Policy
- Intimate Care
- Data Protection/GDPR Guidance
- Preventing Radicalisation
- Safer Recruitment
- Supervision
- Learning Support Policy (Special Educational Needs)
- Staff Code of Conduct

- Trips and Visits
- Risk Assessment
- Whistleblowing procedure
- Low level concern
- Artificial Intelligence Policy
- Boarding Principles and Practice (NMS Standard 1)

6. Adult Roles and Responsibilities

Keeping Children Safe in Education 2025 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.

We follow the statutory guidance as set out in the latest [Keeping children safe in education](#) (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified for:

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, including boarding provision;
- 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 2025 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 December 2023 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 2025 (Part 1: page 8-9, paragraph 11).	Induction or when arrangements/procedures are updated.
Read Keeping Children Safe in Education (KCSiE): All Staff: Part 1; Part 5 and Annex B. Senior Leadership Team: Entire document Staff who do not work directly with children: Annex A	Induction then annually (in Autumn Term) or when updated.
Complete Safeguarding Awareness Training to enable staff to recognise, respond to and report safeguarding (including online safety and child-on-child abuse) concerns Early Years and Schools Training and Consultancies	Shropshire Learning Gateway)
Teaching staff only: Complete FGM training appropriate to role (see Local Authority Safeguarding in Education Training Statement at: Early Years and Schools Training and Consultancies	Shropshire Learning Gateway)
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.
Receive regular national and local safeguarding updates (including those relating to online safety).	As required at every INSET from DSL at least termly.

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
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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 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
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 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 are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements. 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.
- Ensuring that school policies relating to site safety and health and safety guidance and relevant legislation are in place, implemented and followed by all staff. *Please take consideration of safer eating and Paediatric first aid requirements as set out in part 3 of EYFS. All settings please ensure relevant policies address Local requirement to notify local authority of any notifiable incidents as outlined in [Education Update - 17th June 2025](#). Setting should also be taking steps to prepare for the statutory requirement (as outlined in [Terrorism \(Protection of Premises\) Act 2025: aka "Martyn's Law"](#) to mitigate the impact of a terrorist attack and reduce harm in the event of an attack occurring. (please see [Education Update - 24th June 2025](#))*

7.2 The Designated Safeguarding Lead (DSL)

Takes the lead responsibility for safeguarding and child protection in our school. Annex C [Keeping children safe in education](#) 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 is 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. Out of school hours and during the holidays the Designated Safeguarding Lead can be contacted on email: mhaswell@prestfelde.co.uk or on: 07915053721.
- 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).

Details of our processes and how to request access to personal information we hold are outlined in Data Protection Policy here. See Data protection in schools - Guidance ; Information Commissioners Office Guidance for Organisations and/or Early Years practitioners: using cyber security to protect your settings - NCSC.GOV.UK)

Safeguarding concerns and responses for individual children are kept in a child protection file. Child Protection files are stored individually for each child and are separate to a child's main pupil file. The Designated Safeguarding Lead is responsible for ensuring the quality, maintenance, and management of child protection files; as well as using the system to monitor themes and patterns of concern to inform and continue to improve the whole school approach to safeguarding.

Prestfelde uses an electronic record system called Safeguard my school. Information is stored in a secure place with restricted access only to the DSL and Deputy DSLs.

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, and exploitation.

Staff are expected to share information with one another as part of their work in school about the needs and risks of children on a need-to know basis in line with our Safeguarding Statement so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

8.1 Sharing information with other organisations

Staff should be familiar with and use Information sharing advice for safeguarding practitioners.

As part of our work in partnership with parents and children; consent to share their information with others outside of school should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent 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 a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore; staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to do so. Follow DfE Information Sharing Advice; consent sought where possible, overridden for safeguarding per 7 Golden Rules.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to Designated Safeguarding Lead Response). The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency.

Transfer of child protection files and other safeguarding information

When a child leaves for a new education setting; the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term. Where the move is planned; the Designated Safeguarding Lead will consider sharing information in advance of the child leaving to help with the child's transition and to enable any help and support they may need. This is shared separately to any child's main file and confirmation of receipt of the files should be gained Appendix C: File Transfer Record and Receipt

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.

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please also see Children potentially at greater risk of harm). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

8.2 Sharing information with other organisations

Staff should be familiar with and use [Information sharing advice for safeguarding practitioners](#).

As part of our [work in partnership](#) with parents and children; consent to share their information with others outside of school should always be sought from a child and their parent(s) unless it is not safe to do so. This includes where seeking consent 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 a parent or child does not consent to information being shared, the law does not prevent the sharing of information if sharing is necessary for the purpose of keeping a child safe and promoting their welfare. Therefore; staff must make parents and children aware that information may still be shared with other organisations if necessary to help keep their child safe or promote their welfare or if there is another legal basis to do so.

Decisions to share safeguarding information with other organisations will be overseen by the Designated Safeguarding Lead (please also refer to [Designated Safeguarding Lead Response](#)). The Designated Safeguarding Lead will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including rationale for those decisions. This should include instances where referrals have or have not been made to another agency.

8.3 Transfer of child protection files and other safeguarding information

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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.

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please also see [Children potentially at greater risk of harm](#)). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

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:

- 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.
- 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

9.1 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.

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 .

9.2. Children with SEND or Health Conditions (New Subsection in Section 9)

We recognise that pupils with SEND, disabilities, or health conditions face additional safeguarding challenges, including communication barriers, isolation, bullying, and disproportionate impact from behaviours like online harassment. Staff are trained to identify signs (e.g., behavioural changes linked to abuse rather than conditions) and provide differentiated responses, such as visual aids or SENCO involvement in risk assessments. Under the Equality Act 2010, reasonable adjustments ensure equal protection, with close liaison between DSL, SENCO, and external specialists.

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 2025; Part 2: Opportunities to teach safeguarding.
- 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 governing board ensures filtering/monitoring is reviewed annually, with DSL oversight of systems (e.g., Smoothwall/Senso) to block harmful content without impacting learning. Leadership and staff understand roles: headteacher conducts risk assessments; DSL escalates concerns; IT staff perform weekly checks. We meet DfE standards by identifying responsibilities, blocking inappropriate sites, and monitoring usage. Staff training includes recognising online risks (e.g., for SEND pupils); pupils learn via Computing/PSHE. Incidents are logged on Safeguard My School, with patterns reported to governors.

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, including misinformation, disinformation (including fake news), conspiracy theories.
- 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.

When AI has been used to access harmful content or to bully pupils, refer to the artificial intelligence policy.

Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2025.

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

We review our online safety arrangements annually to ensure that we meet the Keeping Children Safe in Education 2025 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 (see Professional Development and Supervision) 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.

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

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.

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 Response sections of this policy.

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 2025 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.

11.1 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.

"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.

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

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.

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

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

Where viewing an image is unavoidable:

- Viewing should take place on School premises wherever possible;
- 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);
- 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;
- 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;
- Any member of staff who views an indecent image should be given appropriate support.

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.

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.

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.

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).

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.

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 radicalised into terrorism.

We have a Preventing Radicalisation/Terrorism policy in place.

We fulfil our duty by:

- Promoting fundamental British Values as part of our values and curriculum (refer to relevant policies).
- Ensure that we provide a “safe space” for children to understand and discuss sensitive topics, those linked to radicalisation and terrorism, and learn (according to their age and level of development) how to question and challenge these ideas in a politically balanced way.
- Be alert to and identify children who may be susceptible to radicalisation into terrorism and where it is assessed as appropriate by the Designated Safeguarding Lead; make a Prevent referral (in line with the local Preventing Terrorism Processes)
- Monitor and report any hate based behaviour as part of our Behaviour and Child-on-Child Abuse Policies (Hate related incident reporting processes can be found here).
- Outline in our Online Safety and Relationship Sex Health Education Policies (include any other curriculum subjects related policies) how children are being safeguarded from being drawn into terrorism. (please also refer to Teaching our children how to keep safe)
- Ensure that hosting external speakers or visitors that attend our school premises are suitable and appropriately supervised (please also refer to Visitors)
- Assess the risk of our children being drawn into terrorism, ensuring this is informed by the potential risk in the local area. Any identified risks are referenced in our school evaluation processes; and inform our approach to online safety (including filtering and monitoring and cyber security arrangements).

We regularly review our adherence to the Prevent Duty. Any actions arising from our assessment are included in 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 (see Professional Development and Supervision) to enable them to ensure that all children, particularly those who may be susceptible to radicalisation are effectively safeguarded. We respond to children who are identified as being susceptible to radicalisation in line with the Staff Safeguarding Concerns: Recognise, Respond, Report and Designated Safeguarding Lead Response sections of this policy.

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 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 Risk of 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.

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 exploitation 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.

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

Children who are absent from education or are not in full-time education

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

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 (including Educational 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 have policies in place; that are in line with associated statutory guidance and Shropshire Council Education Access Service Local Processes including:

- Attendance Policy (ensure this is in line with Working together to improve school attendance and Children Missing Education process when removing a child from the school roll at standard and non-standard transition points). Children with health needs who cannot attend school (ensure this is in line with Education for children with health needs who cannot attend school)
- Early years attendance guidance Early Years and Schools Safeguarding Policies and Guidance Shropshire Learning Gateway (shropshirelg.net)

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 provides extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place 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.

Children who are lesbian, gay, bisexual or gender questioning (Please see Transgender Policy)

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children in these groups can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning can be just as vulnerable as children who are. Equality Act 2010: advice for schools.

14. Children who are absent from or are not in receipt of full-time education

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation.

Children being absent from education including those accessing early years provision for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect (including [Educational 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.

At Prestfelde School, we recognise that regular attendance is fundamental to safeguarding and promoting the welfare of all children, as persistent or **unauthorised absence** can be an indicator of abuse, neglect, exploitation, or other vulnerabilities. In line with statutory guidance such as Working Together to Improve School Attendance and Children Missing Education, our Attendance Policy outlines robust processes for managing unauthorised absences, including immediate follow-up calls to parents or carers on the first day of absence, escalation to home visits or involvement of the Education Welfare Officer if contact cannot be established, and referral to Shropshire Council's Education Access Service for persistent cases. To enhance safety, we endeavour to hold at least two emergency contacts for every child, and ideally more where possible, ensuring these are verified and updated

annually or as circumstances change. For children who go missing from education, particularly on repeat occasions, we follow detailed procedures in our Attendance and Missing Pupil policies, which include immediate risk assessments to identify potential signs of abuse, neglect, or exploitation (such as increased absences, changes in friendships, or unexplained injuries), collaboration with multi-agency partners like Children's Social Care or the police, and implementation of preventative measures such as tailored support plans, enhanced monitoring, or referrals to early help services to mitigate future risks. Effective information sharing with parents is ensured through transparent communication channels, including daily attendance updates via our parent portal, regular newsletters on attendance expectations, and direct discussions during parent meetings or welfare checks, fostering partnership while adhering to data protection principles. Additionally, our policy for Children with Health Needs Who Cannot Attend School aligns with DfE guidance, providing alternative education arrangements like remote learning or hospital tuition, and our Early Years Attendance Policy, based on Shropshire Learning Gateway templates, emphasises proactive engagement with families to address barriers from the outset, all contributing to a holistic approach that prioritises child safety and wellbeing.

14.1 Elective Home Education

At Prestfelde, we recognise that many children who are electively home educated have overwhelmingly positive learning experiences. We expect that any parent's decision to home educate is made with their child's best educational interests at the heart of the process. However, we are also mindful that this is not always the case, and that children educated at home may be less visible to services which exist to keep them safe, supported, and in line with their needs. Therefore, in line with **DfE Elective Home Education guidance** and **Shropshire Council procedures**, when a parent/carer expresses their intention to deregister a child in order to educate them at home, Prestfelde will immediately notify the Local Authority in writing. In addition, we will liaise with the LA and other relevant professionals, as appropriate, to help coordinate a meeting with parents/carers to ensure that they have fully considered the implications of their decision and that the best interests of the child remain central. This process is particularly important where the child has special educational needs or a disability, has a social worker, or is otherwise considered vulnerable. Prestfelde staff will provide the LA with all relevant information to support the process and will continue to work collaboratively to ensure that the safeguarding and welfare of the child remain paramount.

When a parent/carer expresses an intention to remove their child from Prestfelde in order to home educate, the following steps will be taken:

1. Initial Notification

- The parent/carer must notify the school in writing of their intention to withdraw their child to home educate.
- On receipt, Prestfelde will acknowledge the request in writing and ensure the Head and Deputy Head (DSL) are informed.

2. Immediate Local Authority Notification

- Prestfelde will notify **Shropshire Local Authority Elective Home Education Team** in writing on the same day the request is received.
- A copy of the parent's written request and any relevant information will be shared securely.

3. Safeguarding Consideration

- The Designated Safeguarding Lead (DSL) will review whether the child has any additional vulnerabilities, including:
 - Special Educational Needs or Disability (SEND)
 - An Education, Health and Care Plan (EHCP)
 - Involvement with a social worker
 - Any known safeguarding concerns
- If any safeguarding issues are identified, the DSL will follow the **Child Protection and Safeguarding Policy** and liaise with the appropriate professionals immediately.

4. Offer of Meeting with Parents/Carers

- Prestfelde will work with the LA to coordinate a meeting with the parents/carers to:
 - Explore their reasons for choosing home education.
 - Ensure they are fully aware of the responsibilities and implications.
 - Consider whether home education is in the child's best interests.
 - Signpost parents to further support, advice, and guidance where needed.

5. Support for Transition

- Prestfelde will provide the LA with relevant educational, pastoral, and safeguarding information to support the child's transition to home education.
- Where appropriate, staff will support parents with resources, recommendations, or signposting, particularly if the child has additional needs.

6. Closure of School Record

- Once deregistration is confirmed and the LA has been notified, Prestfelde will remove the pupil from the admissions register, in line with statutory regulations.
- Records will be updated and securely archived.

7. Ongoing Liaison

- Prestfelde will continue to cooperate with the LA if further information is requested.
- Any future safeguarding concerns brought to the school's attention will be managed in line with statutory responsibilities.

14.2 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)**.

14.3 Children who have experienced multiple suspensions and are at risk or, or have been permanently excluded

It is important that children in our school know and understand how we expect them to behave and we ensure that our school is a safe place where all children feel safe and are able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation or some other form of adverse experience¹ in their life.

Our Behaviour Policy outlines the expected standards of behaviour for our children; as well as how the school will support and respond to children with additional needs (including Special Educational Needs and Disabilities), or whose needs or circumstances might affect their behaviour. Where a child's behaviour also indicates a safeguarding concern; staff will adhere to [Staff Safeguarding Concerns: Recognise, Respond, Report](#).

14.4 Children requiring Mental Health Support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children who have mental health needs will often need early help or support to avoid their safety and welfare being compromised.

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 document Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Children who have experienced multiple suspensions and are at risk or, or have been permanently excluded

It is important that children in our school know and understand how we expect them to behave and we ensure that our school is a safe place where all children feel safe and are

able to learn. Serious, harmful and/or repeated behaviour by children will always be responded to. Such behaviour can be a sign or indicator that a child has an unmet need or could indicate that they are at risk of or are experiencing/have experienced abuse, neglect, exploitation or some other form of adverse experience⁴ in their life.

Our Behaviour Policy outlines the expected standards of behaviour for our children; as well as how the school will support and respond to children with additional needs (including Special Educational Needs and Disabilities), or whose needs or circumstances might affect their behaviour. Where a child's behaviour also indicates a safeguarding concern; staff will adhere to Staff Safeguarding Concerns: Recognise, Respond, Report.

14.5 Alternative Provision

Prestfelde School does not have alternative provision.

15. 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](#)

15.1 Whole-School Approach to Child-on-Child Abuse

Our school adopts a whole-school approach to preventing and responding to child-on-child abuse, ensuring a culture where pupils feel safe to report concerns. This includes minimising risks through PSHE/RSE education on consent, relationships, and online safety; robust reporting systems (e.g., Firefly, anonymous Whisper tool); staff training to challenge behaviours like "banter"; and environmental measures (e.g., supervised areas, digital monitoring). We recognise that absence of reports does not mean no abuse occurs and monitor patterns via Safeguard My School/Class Charts to address systemic issues. There is a zero-tolerance approach to all forms of abuse, including sexual violence/harassment, and it will never be dismissed as "banter", "just having a laugh", or "part of growing up", as this normalises harm and creates unsafe environments. We acknowledge girls are more likely victims and boys perpetrators, but all abuse is unacceptable regardless of gender, and vulnerable groups (e.g., SEND, LGBT+) face heightened risks. For non-consensual sharing of nudes/semi-nudes (sexting), we follow UKCIS guidance: DSL assesses, refers to police/social care if needed, supports victims/perpetrators, and educates via curriculum. All parties receive tailored support, including counselling or external referrals, recognising perpetrators may also be victims.

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.

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 support 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.



15.2 Staff Safeguarding Concerns: Recognise, Respond, Report

Be alert and curious!

Pay attention to possible **signs or indicators** of abuse/harm to the child from the child themselves 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](#), neglect, exploitation and/or harm. 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/harm.

As well as maintaining their [Professional development and accessing support](#); staff can remind themselves of the signs and indicators of abuse/harm and safeguarding issues by referring to: [Keeping Children Safe in Education](#) : 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, neglect, exploitation and/or harm. 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 through filtering and monitoring arrangements, 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/harm. 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

We request parents notify us of any accidents or injuries to their child before attending school. We will make a written record of the notification along with any injuries the child may have. Should a child receive any injuries during school time; staff will follow our accident reporting and first aid procedures.

We use body maps to record information about physical injuries to a child as part of our accident/behaviour/first aid safeguarding concern [reporting](#) processes.

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 E).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, neglect, exploitation and/or harm. 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

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 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.

16. 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.

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. Monitoring and review

18.1 The Designated Safeguarding Lead (DSL) will ensure that the procedures set out in this Policy are implemented effectively, kept up to date, and reviewed regularly. This will include

consultation with the Leadership Team, Governors, and staff, and ensuring that learning from safeguarding practice locally and nationally is reflected in our procedures.

18.2 The DSL will provide the Headmaster with regular updates on safeguarding activity and submit a formal safeguarding report to the Leadership Team each term. A full written safeguarding report will be prepared for the Governing Body at least annually, working in partnership with the Nominated Safeguarding Governor.

18.3 All safeguarding incidents are reviewed by the DSL and, where appropriate, with the involvement of the Local Authority Designated Officer (LADO), to ensure lessons are learned and improvements are made without delay. Any weaknesses in safeguarding arrangements are addressed immediately.

18.4 The Governing Body will undertake an annual review of this Policy and the School's wider safeguarding arrangements, including:

- the effectiveness of safeguarding procedures and their implementation;
- inter-agency working and information-sharing practices;
- staff training, awareness, and culture;
- the School's approach to online safety, including filtering and monitoring, supported by a risk assessment of the online risks faced by pupils.

18.5 The DSL's annual written safeguarding report to Governors will include:

- confirmation of policy updates and compliance with statutory guidance;
- safeguarding training undertaken by staff and Governors;
- referrals made and outcomes achieved;
- emerging themes, patterns, or concerns, and how these have been addressed;
- contributions to multi-agency working at case and strategic levels;
- learning from incidents, complaints, inspections, or external feedback.

18.6 The Governing Body will review the DSL's report, this Policy, and the implementation of its procedures before approving any amendments. Minutes of safeguarding reviews will be detailed and retained as evidence of oversight. Independent evidence, such as ISI reports, feedback from external agencies, or outcomes of complaints or concerns, will also be considered. The Policy reviewed annually with staff/governor input; publicly available. Staff contribute via feedback; induction explains policy.

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

Whistleblowing is the mechanism by which staff (including students and volunteers) can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the school's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children. If staff have such concerns; these should be raised to DSL or Headmaster refer to whistleblowing policy and procedure for Prestfelde. If staff feel unable to raise concerns with the school directly; they can contact

- NSPCC Whistleblowing Advice Line. NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends.
- The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on

how to make complaints about a childcare and education providers: Complaints procedure - Ofsted - GOV.UK • General guidance on whistleblowing can be found via: Whistleblowing for employees: What is a whistleblower - GOV.UK

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

Prestfelde is committed to robust safer recruitment practices to ensure that only those who are suitable to work with children are employed or engaged by the School. Our procedures are fully aligned with **Keeping Children Safe in Education (KCSIE) Part 3**, the **EYFS Statutory Framework**, and relevant legislation including the **Safeguarding Vulnerable Groups Act 2006**.

Pre-appointment checks

All staff, whether teaching, support, part-time, temporary, supply, or visiting (including peripatetic staff, coaches, contractors, and volunteers), are subject to the full range of statutory child protection checks prior to commencing work. These include:

- Enhanced DBS checks with barred list information (as appropriate).
- Right to work in the UK verification.
- Overseas checks where applicable.
- Verification of identity, employment history, and professional qualifications.
- Medical fitness confirmation.
- At least two references (including most recent employer – for EYFS staff these cannot be addressed 'To Whom it May Concern').
- Online searches and social media checks.

If an enhanced DBS certificate is delayed or unavailable before the start date, the School completes a **written risk assessment** and ensures appropriate supervision is in place. Where candidates are registered with the DBS Update Service, permission will be sought to carry out an online status check.

Recruitment processes

Our recruitment procedures are designed to deter, identify, and reject unsuitable candidates at the earliest opportunity. Job adverts and application packs clearly state Prestfelde's commitment to safeguarding and that all positions are exempt from the **Rehabilitation of Offenders Act 1974**. All applicants are required to complete a comprehensive application form, and references are sought prior to interview. The interview process includes specific questions to test safeguarding knowledge, attitudes, and suitability to work with children.

Governors, volunteers, and third-party staff

Safer recruitment checks are also completed on Governors/Trustees, volunteers, and students. For supply staff or contractors recruited by external organisations, the School obtains **written confirmation** that all necessary checks have been completed and verifies identification on arrival. The School reserves the right to refuse access to site to anyone for whom the required checks have not been satisfactorily evidenced.

Record keeping

In accordance with statutory guidance, Prestfelde maintains a **Single Central Record (SCR)** of all required checks for staff, Governors/Trustees, volunteers, contractors, and visiting professionals. This is monitored regularly by the DSL, HR, and Governors. SCR includes online searches for shortlisted candidates; annual audits.

Induction and training

On appointment, all staff and volunteers receive a thorough **safeguarding induction programme**. This includes training on child protection procedures, professional conduct, safer working practices, and clarity on the expected standards of behaviour within and outside school.

Visiting speakers

All visiting speakers are appropriately vetted and supervised in line with the School's safer recruitment protocols.

Allegations and concerns about staff

Any safeguarding concern or allegation relating to a member of staff, Governor/Trustee, or visitor will be managed in line with statutory procedures, including "**Ensuring Safe Staff**" and the School's procedures for **Staff Safeguarding Concerns: Recognise, Respond, Report**.

Training for recruiters

All staff and Governors involved in recruitment panels undertake accredited safer recruitment training to ensure that processes remain rigorous and compliant.

21. Checking the identity and suitability of visitors

21.1 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.

All visitors to our school are expected to act in accordance with our [Safeguarding Statement](#).

When external speakers or visitors attend our school premises (whether for school or [non-school activities](#)); we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our school is a safe place. This continues to ensure we are [Teaching our children how to keep safe](#); as well as promoting fundamental British Values and community cohesion (please also see [Preventing Radicalisation](#)).

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. [Educate Against Hate advice on hosting external speakers](#)

21.2 Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- › An enhanced DBS check with barred list information for contractors engaging in regulated activity
- › An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

22 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 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 we have arranged extra-curricular activities out of school hours which are under the direct supervision or management of school staff, this safeguarding policy is to be followed and any concerns should be managed in accordance with [Staff Safeguarding Concerns: Recognise, Respond, Report](#) and [Designated Safeguarding Lead Response](#).

We will follow our [Ensuring safe staff](#) procedures if we become aware of any allegations relating to an organisation or individual using our school premises.

Where we have sessions or activities which are provided by another person or organisation that is using the school site and not during school time or under direct supervision, we seek assurances that they have the required child safeguarding arrangements in place as an individual/organisation as outlined in [Keeping children safe during community activities](#) and [Visitors](#). This is regardless of whether children who are on roll at our school access the activity or not.

The arrangements for this will be set out within any transfer of control agreement, (i.e. lease or hire agreement); and failure to comply with these arrangements will lead to termination of the agreement.

24. Ensuring Safe Staff

24.1 Managing allegations (including low level concerns)

24.2 Low-level concerns

A low-level concern does not meet the harm threshold but may indicate that a member of staff, volunteer, or other adult has acted in a way that:

- is inconsistent with the School's **Staff Code of Conduct**, including behaviour outside work; and/or
- raises concern about a breach of professional boundaries.

Low-level concerns are not insignificant. They play a vital role in maintaining the culture of safeguarding at Prestfelde. Staff are expected to report any such concern in person to the **Headmaster** or the **Designated Safeguarding Lead (DSL)**, in line with our policy of openness and transparency.

The Headmaster will make the final decision on the outcome of all low-level concerns (with advice from the DSL as appropriate). All low-level concerns will be recorded and reviewed to identify potential patterns of behaviour or wider cultural issues. Where necessary, action will be taken, which may include revisiting or strengthening policies, providing additional training, or initiating disciplinary processes in line with School policies.

This approach ensures that safeguarding is embedded in daily practice, that concerns are addressed at the earliest opportunity, and that Prestfelde continues to promote a culture of safety, accountability, and professional integrity.

25. Safeguarding Boarding at Prestfelde in line with the NMS Standards for Boarding

Part A: Governance, Leadership, and Management

Standard 1 – Statement of Boarding Principles and Practice (NMS 1)

The school has a written statement of its boarding principles and practice, which is made available to parents, staff, and pupils. This statement is published on the school website and reflects the school's commitment to safeguarding in boarding.

Standard 2 – Management and Development of Boarding (NMS 2)

The school ensures effective management and development of boarding, with clear leadership and accountability. The Head of Boarding works closely with the DSL to integrate safeguarding into all boarding activities.

Standard 3 – Inclusion, Equality, and Diversity (NMS 3)

The school promotes inclusion, equality, and diversity in boarding, ensuring that all boarders are protected from discrimination and have equal access to support.

Part B: Boarding Provision

Standard 4 – Boarding Accommodation (NMS 4)

Boarding accommodation is safe, clean, and suitable, providing privacy and security. Safeguarding considerations are integrated into the design and maintenance of boarding facilities.

Standard 5 – Boarders' Possessions (NMS 5)

Boarders' possessions are protected, with secure storage and procedures for handling lost or damaged items.

Standard 6 – Provision and Preparation of Food and Drinks (NMS 6)

Food and drinks are provided in a hygienic and nutritious manner, with consideration for dietary needs and allergies.

Part C: Health and Wellbeing

Standard 7 – Boarders' Health and Wellbeing (NMS 7)

The school promotes the health and wellbeing of boarders, providing access to medical care, mental health support, and pastoral care. The Mental Health Lead coordinates support for boarders.

Part D: Safeguarding

Standard 8 – Safeguarding (NMS 8)

The school has robust safeguarding arrangements for boarders, including 24/7 coverage by trained staff. Safeguarding in boarding is integrated with the overall school policy.

Part E: Health and Safety

Standard 9 – Safety of Boarders (NMS 9)

The school ensures the safety of boarders through risk assessments, supervision, and emergency procedures.

Standard 10 – Fire Precautions and Drills (NMS 10)

Fire safety measures are in place, with regular drills and training for boarders and staff.

Part F: Boarders' Rights, Advocacy, and Complaints

Standard 11 – Boarders' Induction and Individual Support (NMS 11)

New boarders receive a comprehensive induction, with ongoing individual support.

Standard 12 – Contact with Parents/Carers (NMS 12)

Boarders have regular contact with parents/carers, facilitated by the school.

Standard 13 – Securing Boarders' Views (NMS 13)

The school actively seeks and responds to boarders' views on boarding life.

Standard 14 – Complaints (NMS 14)

Boarders have access to a clear complaints procedure.

Part G: Promoting Positive Behaviour and Relationships

Standard 15 – Promoting Positive Behaviour (NMS 15)

The school promotes positive behaviour in boarding through clear expectations and support.

Standard 16 - Preventing Bullying (NMS 16)

Measures are in place to prevent and respond to bullying in boarding.

Standard 17 – Promoting Good Relationships (NMS 17)

The school fosters good relationships among boarders and staff.

Part H: Boarders' Development

Standard 18 – Activities and Free Time (NMS 18)

Boarders have access to a range of activities and supervised free time.

Part I: Staffing, Guardians, and Prefects

Standard 19 – Staff Recruitment and Checks on Other Adults (NMS 19)

Staff and other adults in boarding are recruited and checked in line with safer recruitment practices.

Standard 20 – Staffing and Supervision (NMS 20)

Adequate staffing and supervision are provided in boarding houses.

Standard 21 – Prefects (NMS 21)

Prefects are selected, trained, and supervised appropriately.

Standard 22 – Educational Guardians (NMS 22)

Educational guardians are vetted and their roles clearly defined.

Part J: Children Accommodated Off-Site

Standard 23 – Lodgings and Host Families (NMS 23)

Any off-site accommodation is vetted and monitored for safeguarding.

Appendix A



PRESTFELDE

CHILD-ON CHILD ABUSE PROCEDURES

Introduction

At Prestfelde School, we are committed to creating a safe, respectful, and inclusive environment for all pupils, including boarders, where harmful sexual behaviour (HSB) and other forms of child-on-child abuse are not tolerated. We recognise that HSB can occur both online and offline, and that it may involve pupils of any age, gender, or background. Drawing on guidance from Keeping Children Safe in Education (KCSIE) 2025, the Shropshire Safeguarding Community Partnership (SSCP) Threshold Document, and resources from the South West Grid for Learning (SWGfL), these procedures outline our approach to preventing, identifying, and responding to child-on-child abuse. This includes sexual violence, sexual harassment, physical abuse, bullying (including cyberbullying), non-consensual sharing of images, and initiation/hazing-type violence. Our procedures ensure a child-centered, proportionate response that prioritises the welfare of all involved, while working in partnership with parents, external agencies, and multi-agency teams.

The purpose of these procedures is to:

- Support the prevention of child-on-child abuse through education and a positive school culture.
- Provide clear guidance for staff on recognising and responding to incidents.
- Ensure victims are supported, perpetrators are held accountable (while recognising they may also be victims), and risks are mitigated.
- Promote equity, acknowledging that certain groups (e.g., girls, pupils with SEND, and LGBT+ pupils) may be at greater risk.

These procedures apply to all pupils, staff, governors, volunteers, and visitors at Prestfelde School, including during boarding activities, school trips, and online interactions. They align with our Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, and Attendance Policy.

Definitions

Child-on-child abuse refers to any form of abuse perpetrated by a child (under 18) against another child. This includes:

- **Harmful Sexual Behaviour (HSB):** Age-inappropriate sexual behaviour that causes harm, including sexual violence (e.g., rape, assault by penetration, sexual assault) and sexual harassment (e.g., unwanted sexual comments, jokes, taunting, or online harassment).
- **Other Forms:** Physical abuse (e.g., hitting, kicking), emotional abuse (e.g., bullying, relational aggression), exploitation (e.g., criminal or sexual exploitation), and online harms (e.g., non-consensual sharing of nudes/semi-nudes, cyberbullying).
- **Healthy vs. Problematic vs. Harmful:** We distinguish between healthy (mutual, age-appropriate exploration), problematic (inappropriate but not abusive), and

harmful (abusive, causing distress or harm) behaviours, using tools like the Brook Traffic Light Tool for assessment.

We do not dismiss behaviours as "banter" or "part of growing up," as this risks normalising abuse.

Responsibilities

- **Governing Body:** Oversees the implementation of these procedures, ensuring regular reviews and compliance with KCSIE and SSCP guidance. Monitors patterns of incidents via reports from the DSL.
- **Headteacher:** Ensures procedures are embedded in school practice, approves risk assessments, and leads on multi-agency referrals.
- **Designated Safeguarding Lead (DSL - Mike Haswell) and Deputies:** Lead on recognition, response, and reporting; conduct risk/needs assessments; coordinate support and referrals; monitor patterns using Safeguard My School and Class Charts.
- **All Staff:** Recognise signs of abuse (e.g., changes in behaviour, withdrawal, unexplained injuries); report concerns immediately to the DSL; challenge inappropriate behaviours; promote a culture of respect through modelling positive interactions.
- **Pupils:** Encouraged to report concerns via trusted adults, Firefly (monitored daily by DSL and Wellbeing Officer), or anonymous tools like Whisper.
- **Parents/Carers:** Informed of incidents involving their child; involved in support plans where appropriate; encouraged to discuss concerns with the school.

All staff receive annual training on child-on-child abuse, including online harms, with updates via INSET and briefings.

Curriculum and Prevention

Our curriculum promotes healthy relationships and respect, helping pupils understand boundaries, consent, and online safety. This is delivered through:

- PSHE/RSE lessons, using resources like ProjectEVOLVE and Brook Traffic Light Tool.
- Cross-curricular programmes (e.g., Computing for digital literacy, assemblies on respect).
- Pastoral/form time discussions, visits from external agencies (e.g., NSPCC), and focus groups.

The curriculum is shaped by pupil feedback via surveys and is evaluated annually. We address local and national issues (e.g., via Everyone's Invited insights) and adapt for vulnerable groups. Child-friendly versions of policies are shared with pupils to empower reporting.

Reporting

Our systems are promoted to be accessible and confidential:

- Pupils can report via any trusted staff member, Firefly (daily monitored), or anonymous tools (e.g., Whisper).

- Staff report all concerns (including low-level) to the DSL via Safeguard My School or the Safeguarding Concern Form.
- Anonymous or third-party reports are taken seriously and investigated.
- Parents can report via direct contact with the DSL or Headteacher.

We promote reporting through posters, assemblies, newsletters, and the school website, including the NSPCC helpline (0800 136 663) for victims, witnesses, or concerned adults.

Responding to an Incident or Disclosure

Responses follow a "Recognise, Respond, Report" framework, prioritising the child's best interests:

1. **Recognise:** Staff are alert to signs (e.g., behavioural changes, absences, self-harm). Use professional curiosity; do not assume or investigate alone.
2. **Respond:**
 - Listen without judgement; reassure the child they are believed and not at fault.
 - Seek the child's views (using open questions); involve parents unless unsafe.
 - Ensure immediate safety (e.g., separate pupils if needed; call 999 if imminent danger).
 - Conduct a risk/needs assessment (using SSCP Thresholds); consider wider context (e.g., power imbalances, SEND).
 - Distinguish between healthy, problematic, and harmful behaviours.
 - Protect anonymity where possible.
3. **Report and Escalate:**
 - Record on Safeguard My School/Class Charts; include body maps for injuries.
 - DSL assesses and decides actions: internal management, early help, referral to Children's Social Care (via MARF), police (using When to Call the Police guidance), or other agencies (e.g., Prevent for radicalisation).
 - If criminal, report to police; for sexual violence, follow KCSIE Part 5.
 - Use SSCP Escalation Policy if disagreements with agencies arise.

Responses are proportionate, considering ages, developmental stages, relationships, and ongoing risks. Perpetrators are supported as potential victims, with interventions to address root causes.

Risk Assessment

For incidents involving HSB or repeated abuse, the DSL completes a risk assessment to:

- Identify risks to the victim, perpetrator, and others (in/out of school, e.g., transport, clubs).
- Develop mitigation strategies (e.g., supervised contact, support plans, environmental changes).

- Involve multi-agency input (e.g., MASH, CAMHS, Police) and parents/pupils where appropriate.

The assessment is shared with relevant staff/parents, reviewed regularly (e.g., termly or after behavioural changes), and updated as needed. A template is available on the school website.

Support and Monitoring

- **Victims:** Offered immediate emotional support (e.g., via Wellbeing Officer, Counsellor); referrals to external services (e.g., NSPCC, CAMHS); ongoing monitoring.
- **Perpetrators:** Assessed for vulnerabilities; provided education/interventions to prevent recurrence.
- **Whole School:** Monitor patterns via DSL reports to Governors; adjust curriculum/policies accordingly.
- **Evaluation:** Annual reviews with pupil/staff/parent feedback to ensure effectiveness.

These procedures are reviewed annually or after significant incidents, ensuring alignment with KCSIE, SSCP, and best practices. For queries, contact the DSL (Mike Haswell).

Appendix B



PRESTFELDE

Early Years

The role of the Designated Safeguarding Lead

Prestfelde School ensures that an appropriate practitioner is designated to take lead responsibility for safeguarding children as the Designated Safeguarding Lead (DSL).

In line with the Early Years Foundation Stage (EYFS) statutory framework, this lead practitioner is responsible for liaison with local statutory children's services agencies and with the Local Safeguarding Partners (LSP). As per Keeping Children Safe in Education (KCSIE), the DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place. This is explicitly stated in the DSL's job description. The DSL holds the appropriate status and authority within the setting to carry out the duties of the post, with additional time, funding, training, resources, and support provided to ensure effectiveness.

Deputy Designated Safeguarding Leads Prestfelde School may appoint one or more deputy DSLs, who are trained to the same standard as the DSL, with the role explicitly stated in their job description. While activities can be delegated to deputies, ultimate lead responsibility for child protection remains with the DSL and is not delegated.

Availability A DSL (or deputy) is always available for staff to discuss safeguarding concerns during operational hours. Ideally, this is on-site and in person, but in exceptional circumstances, availability via phone or video may be acceptable, as determined by the setting and DSL. Adequate cover arrangements are in place for out-of-hours or out-of-term activities.

Manage Referrals The DSL refers cases of suspected abuse and neglect to local authority children's social care, supporting staff in such referrals. They refer to the Channel programme for radicalisation concerns and support staff in these referrals. Where a person is dismissed or leaves due to risk/harm to a child, referrals are made to the Disclosure and Barring Service (DBS) and, if required, to Ofsted. Police referrals are made where a crime may have been committed, guided by NSPCC's "When to Call the Police" resource.

Working with Others The DSL acts as a source of support, advice, and expertise for all staff on child welfare, safeguarding, and child protection matters. They liaise with the headteacher on issues, including ongoing enquiries under section 47 of the Children Act 1989 and police investigations. As required, they liaise with the "case manager" and Local Authority Designated Officer (LADO) for concerns involving staff. They collaborate with staff, including Special Educational Needs Coordinators (SENCOs), on safety, safeguarding, welfare (including online and digital safety), and referral decisions, ensuring holistic consideration of children's needs. The DSL promotes supportive engagement with parents/carers in safeguarding and welfare promotion, especially in challenging circumstances. They take lead responsibility for promoting educational outcomes, knowing welfare, safeguarding, and child protection issues for children in need or who have/had a social worker, and ensuring the setting identifies such cohorts, understands their progress/attainment, and maintains high aspirations. This includes supporting staff to provide additional academic adjustments for these children to reach their potential, recognising lasting impacts post-intervention.

Information Sharing and Managing the Child Protection File The DSL ensures child protection files are kept up to date, confidential, and securely stored. Records include a clear summary of concerns, follow-up details, actions, decisions, and outcomes. Files are accessed only by those who need them, shared in line with information sharing guidance. When children leave, the DSL ensures child protection files are transferred securely and separately from main pupil files to the new setting/school as soon as possible, with receipt confirmation. Receiving settings are informed of key staff needs. The DSL considers sharing additional information in advance to aid support transitions.

Raising Awareness The DSL ensures each staff member accesses and understands the setting's child protection policy and procedures, especially new/part-time staff. They review the policy annually (minimum), updating procedures/implementation regularly, working with the Registered Person/Body. The policy is publicly available, and parents are informed of potential referrals for suspected abuse/neglect and the setting's role. The DSL links with safeguarding partners to ensure staff awareness of training and local policies/procedures/guidance from the Shropshire Safeguarding Community Partnership (SSCP). They help promote educational outcomes by sharing welfare/safeguarding/child protection information for children with/having had social workers with appropriate staff.

Training, Knowledge, and Skills The DSL (and deputies) undergo training to equip them for the role, updated every two years. Additional training includes Raising Awareness in Safeguarding and Child Protection, Prevent awareness, FGM awareness, and online safety. Training provides understanding of identifying/responding to vulnerabilities/specific harms, local early help/child protection processes, and other agencies' responsibilities. They gain working knowledge of child protection case/review conferences for effective attendance/contribution. The DSL understands their role in supporting children's social care for welfare promotion, recognises adversity/trauma's lasting impact on behaviour/mental health/wellbeing/education, and is alert to needs of children in need/SEND/relevant health conditions/young carers. They emphasise information sharing within/across partners/agencies, understand Prevent duty for advice/support against radicalisation, recognise online safety risks with capability to keep children safe, identify additional online risks for SEND children (e.g., bullying/grooming/radicalisation), access resources/attend training, and encourage a culture of listening to children, accounting for their wishes/feelings in protective measures. Beyond formal training, knowledge/skills are refreshed via e-bulletins, DSL meetings/networks, or reading developments at least annually.

Providing Support to Staff Training develops DSL expertise to support/advise staff, building confidence on welfare/safeguarding/child protection. This includes referral support and linking safeguarding/welfare/educational outcomes.

Listen to the Voice of Children and Understand Their Views Children must feel heard/understood. The DSL develops knowledge/skills to encourage listening cultures, accounting for wishes/feelings in protective measures, understands detection difficulties, and builds trusted relationships facilitating communication.

Holding and Sharing Information Per EYFS Section 3 (3.69–3.72) and Information Sharing Advice 2018, the DSL records/holds/uses/shares information effectively, understanding data protection/legislation/regulations (Data Protection Act 2018/UK GDPR), and keeps detailed/accurate/secure records of concerns/referrals.

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.



PRESTFELDE

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

We participate in Operation Encompass for domestic abuse notifications, ensuring immediate support. For honour-based abuse (including FGM/forced marriage), staff report suspicions to DSL; mandatory FGM police reporting for under-18s. Risks assessed per SSCP, with multi-agency referrals.

Indicators of CSE/CCE (e.g., unexplained gifts, absences, county lines) or serious violence prompt police/SSCP referrals. We educate via PSHE and monitor via Class Charts.



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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>



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Appendix F

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**

☐ **Domestic Abuse Help:**

- Shropshire Domestic Abuse Helpline: 0800 783 1359
- Shropshire Domestic Abuse Service (SDAS): 0300 303 1191
shropshiresafeguardingcommunitypartnership.co.uk

☐ **Kooth (online counselling):** www.kooth.com

• 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.



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Appendix G

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

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.

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 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 Cath Morgan.

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 H



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.

Repeat or prolonged absences trigger immediate risk assessments for abuse, neglect, or exploitation (e.g., county lines), with referrals per SSCP Thresholds. We hold 2+ emergency contacts, follow unauthorised absence procedures (e.g., first-day calls, home visits), and notify the LA for CME cases, adhering to roll removal guidance.



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Appendix I

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

Definition

A low-level concern is any behaviour by an adult towards a pupil that is inconsistent with the Staff Code of Conduct or professional expectations, and which does not meet the harm threshold, but may cause unease or raise questions about professional boundaries.

Examples: over-familiar language, unnecessary physical contact, favouritism, unprofessional communications outside school, boundary-blurring behaviour.

2. Reporting Mechanism

Set out *how* concerns should be raised (step-by-step).

- **Staff should report in person to the Headmaster.**
- **Reports can also be made in writing, using the school's safeguarding concern form.**
- **Staff can also use the "Whistleblowing Policy" if they feel unable to report directly.**
- **Low-level concerns recorded separately; shared with LADO if threshold met. Includes supply/contractors.**

3. Recording & Storage

Outline how low-level concerns will be logged.

- **All concerns are recorded on the school's safeguarding system (or in a secure file).**
- **Records include: nature of concern, context, actions taken, and rationale for decisions.**
- **Records are kept confidentially and separately from personnel files unless patterns emerge.**

4. Threshold & Escalation

State clearly when a low-level concern will be escalated.

- **If a pattern of behaviour emerges, or a single concern is judged more serious, it will be treated as meeting the harm threshold and managed under Managing Allegations Procedures.**
- **Where there is doubt, the Headmaster will consult with the DSL and, if necessary, the LADO.**

5. Culture Statement

Affirm the culture of openness:

Prestfelde promotes a culture where staff feel confident to raise concerns, knowing they will be dealt with fairly, proportionately, and in a way that protects both pupils and staff.

6. Confidentiality & Staff Welfare

Reassure staff:

- Concerns are managed confidentially, with information shared only on a “need to know” basis.
- Staff subject to a low-level concern will be treated fairly and given the opportunity to respond.

7. Governance Oversight

- The Headmaster provides anonymised reports of low-level concerns to the Nominated Safeguarding Governor and Governing Body, so patterns can be monitored at a strategic level.

8. Cross-reference Policies

Link to:

- Staff Code of Conduct
- Safeguarding & Child Protection Policy
- Whistleblowing 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 Matty Thavenot	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

Appendix J Artificial Intelligence (AI) and Safeguarding

1. Purpose

Prestfelde recognises that Artificial Intelligence (AI) technologies are increasingly used in education and wider society. While AI offers many opportunities for learning, creativity, and

efficiency, it also presents potential safeguarding risks. This appendix sets out how Prestfelde manages the use of AI within the context of safeguarding and child protection.

2. Key Safeguarding Risks Associated with AI

AI can impact safeguarding in the following ways:

- **Misinformation and harmful content:** Pupils may access AI-generated material that is biased, false, harmful, or inappropriate.
- **Online safety and grooming risks:** AI-powered chatbots or online platforms may be misused by individuals to contact or manipulate children.
- **Privacy and data protection:** Inappropriate use of AI tools may expose personal data or information.
- **Academic integrity:** Pupils may use AI to complete work dishonestly, affecting learning and assessment.
- **Bias and discrimination:** AI systems may reproduce or reinforce harmful stereotypes.
- **Image-based risks:** AI can be misused to create false or manipulated images (e.g., “deepfakes”) that could harm pupils or staff.

3. School Responsibilities

- Prestfelde will ensure AI use is considered within the framework of **online safety education, digital resilience, and safeguarding culture**.
- Filtering and monitoring systems will be regularly updated to reflect risks associated with AI tools and platforms.
- Staff will be trained to understand the risks and safe uses of AI, with safeguarding implications included in professional development.
- Pupils will be taught to use AI critically, safely, and responsibly as part of the School’s PSHE, Computing, and Digital Citizenship curriculum.
- AI will not be used by the School in ways that compromise pupil safety, wellbeing, or privacy.

4. Staff Guidance

- Staff must follow the **Staff Code of Conduct** and **Acceptable Use Policy** when using AI.
- Staff should not upload or share identifiable pupil data, confidential information, or sensitive images with AI systems.
- Staff must be alert to the safeguarding risks AI may pose for pupils (e.g., accessing harmful content, misuse of chatbots, or generating inappropriate material).
- Any safeguarding concerns arising from the use of AI must be reported immediately to the DSL.

5. Pupil Guidance

Pupils are taught to:

- Use AI only in ways permitted by the School and under staff supervision.

- Never share personal or identifying information with AI platforms.
- Think critically about AI-generated information, checking accuracy and reliability.
- Report any inappropriate, harmful, or concerning use of AI to a trusted adult in School.

6. Governance and Oversight

- The DSL and the Nominated Safeguarding Governor will monitor the impact of AI on safeguarding at Prestfelde and include this within the annual safeguarding report to Governors.
- The School will review its online safety and filtering/monitoring arrangements annually, with specific reference to AI-related risks.
- This appendix will be reviewed annually to ensure it remains aligned with DfE, KCSIE, and ISI guidance, as well as technological developments.

Appendix K

Mental Health and Safeguarding

1. Rationale

Prestfelde recognises that mental health is a safeguarding issue. **Keeping Children Safe in Education (KCSIE) 2025** highlights that poor mental health can be both:

Prestfelde School – Child Protection and Safeguarding Policy (September 2025)

- An indicator that a child may be experiencing, or has experienced, abuse, neglect, or exploitation; and
- A barrier to learning, wellbeing, and healthy development.

We are committed to identifying, supporting, and responding to mental health needs as part of our safeguarding responsibilities, ensuring that children receive timely help and that concerns are never overlooked.

2. The Role of Staff

- All staff are expected to remain vigilant to the impact of mental health on pupils' wellbeing, attendance, behaviour, and learning.
- Staff must report any concerns about a pupil's mental health to the **Designated Safeguarding Lead (DSL)** in the same way they would report any safeguarding concern.
- Signs that may indicate mental health difficulties (e.g., withdrawal, anxiety, persistent low mood, eating difficulties, unexplained physical illness, self-harm, substance misuse) should not be ignored.

3. The Role of the DSL

- The DSL is responsible for ensuring that mental health concerns are considered within the safeguarding framework.
- The DSL will liaise with the School's **Wellbeing Officer, School Counsellor, SENDCo**, and external professionals (such as CAMHS, GP, or Early Help services) to coordinate support.
- The DSL will ensure that information is shared appropriately with parents/carers and relevant agencies, following statutory guidance and confidentiality protocols.
- Where mental health concerns indicate a **child protection risk** (e.g., linked to neglect, abuse, exploitation, or radicalisation), the DSL will make a safeguarding referral to Children's Services.

4. School Approach to Promoting Mental Health

Prestfelde promotes positive mental health and resilience across the school community by:

- Embedding mental health education within the **PSHE curriculum**, assemblies, and pastoral programme.
- Providing pupils with safe opportunities to talk about feelings, worries, and challenges.
- Encouraging early identification and intervention through close collaboration between teachers, pastoral leads, and the DSL.

- Recognising the particular vulnerabilities of some groups, including pupils with **SEND, social workers, looked-after children, young carers, or those experiencing trauma or bereavement.**

5. Interventions and Referrals

- Pupils experiencing mental health difficulties will be supported with a graduated response, which may include:
 - School-based support (Wellbeing Officer, Counsellor, pastoral staff, SEND support).
 - Referral to external services (GP, CAMHS, Early Help, or specialist services).
 - Multi-agency planning where a child's mental health significantly impacts their safety, welfare, or educational outcomes.
- Support plans will always prioritise the **voice of the child** and be developed in collaboration with parents/carers where appropriate.

6. Governance and Oversight

- The DSL will include mental health indicators and referrals in the termly safeguarding report to the **Headmaster and Governing Body.**
- The Governing Body will ensure mental health is considered in the annual review of safeguarding and pastoral care.
- Training on recognising and responding to mental health issues will form part of regular **safeguarding and staff CPD.**