Potters Green Primary

Child Protection and Safeguarding Policy 2026

Local Level Policy

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Author	Deborah King

Date	Notes
September 2026	**Updates in line with KCSiE 2026**

Part of the Castle Phoenix Trust
Leading Learning and Excelling Together

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1 Definitions

1.1 'Safeguarding' is defined in **Keeping Children Safe in Education (2026)** as;

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside 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; and
- taking action to enable all children to have the best outcomes.

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

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

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

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

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

2 Introduction

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

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Potters Green School's commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;

- Provide stakeholders with clear information relating to Potters Green School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Potters Green School is committed to the following principles;

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

2.4.1 The safeguarding aims of Potters Green School, in line with Keeping Children Safe in Education September (2026) are to;

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

- ensure that everyone in Potters Green School understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.
- Ensure that all staff understand the importance of early identification and intervention and can recognise children and families who may benefit from Early Help/Family Help and additional support services.
- Promote a child-centred approach in which the welfare and best interests of the child are paramount in all safeguarding decisions.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children 2026
- Children's Wellbeing and School's Act 2026

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

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education September (2026).

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

behaviour and anti-bullying policy, ICT (including e-safety) policy, CPT Cyber Security policy, attendance policy and children missing from education policy and the safeguarding addendum. Links to these policies can be found in Appendix A.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Potters Green School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education. Potters Green School will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.

2 Roles and Responsibilities

3.1 The Role of the Governing Body

3.1.1 Governing bodies/proprietors have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by a school governor. Part 2 of Keeping Children Safe in Education September (2026) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Potters Green School safeguarding arrangements
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, Integrated Care Boards (ICBs) for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure the school have an effective child protection policy, that it is published on the school website https://pottersgreenprimary.co.uk/about-us/policies/ or available by other means (staff folders and by request at the main office) and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors receive safeguarding and child protection training at induction, receive regular updates, and are required to read and understand Part One of Keeping Children Safe in Education 2026
- Ensure that school leaders, staff and governors understand local Family Help arrangements, safeguarding thresholds and referral pathways, and that children and families receive the right help at the right time
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems for identifying, assessing and responding to children whose mental health may be affecting their behaviour, attendance, wellbeing or safeguarding needs
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Ensure that safeguarding arrangements are child-centred and that the wishes, feelings,lived experiences and best interests of children are considered when decisions are made;
- Put in place and follow appropriate safeguarding responses for children who go missing from education;

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

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

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

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's services (from the host local authority or placing authority) have access to Potters Green School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2022).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (DSL) for Potters Green School is the Head Teacher, Mrs Gillian Deery. Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence is Deb King or Fiona Smith. The Inclusion Leader, Liz Dickson has also received DDSL training. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filtering and monitoring and processes in place) in Potters Green School;
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children;
- Always be available during term time (during school hours) for staff in the school or college to discuss safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children 2023;
- Identify if children may benefit from Early Help and Family Help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Children and Families initial response service where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support Potters Green School with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed[1];
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;

[1] Potters Green School will have regard to 'When to call the police' guidance from the National Police Chief's Council.

- Ensure all staff have read and understood Part one of Keeping Children Safe in Education (2026);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Potters Green School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and Potters Green School leadership team;
- Promote a 'culture of safeguarding', in which every member of Potters Green School community acts in the best interests of the child;
- Ensuring that Potters Green School knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Potters Green School;
- Liaise with the headteacher regarding safeguarding cases and issues;
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health; and
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education September (2026).

3.4 The Role & Responsibilities of all Staff within School

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

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;

- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; Potters Green School behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Potters Green School that support safeguarding and child protection;
- Will be provided with a copy of Part 1/Annex A of Keeping Children Safe in Education (September 2026) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be equipped to identify children who may benefit from targeted early help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (though the Children and families initial response service), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the Children and Families Initial response service if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training, including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure;

- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 Potters Green School is committed to multi-agency working and operates under Working Together to Safeguard Children and local safeguarding arrangements.

3.5.2 Potters Green School will work with Children's Services, the police, health services, Family Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our Family Hubs to ensure children receive appropriate, co-ordinated Family Help Assessments https://www.coventry.gov.uk/themoatfamilyhub

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Potters Green School is under a statutory duty to co-operate with published CSCP arrangements (including responding to the Coventry Safeguarding Children Partnership's annual safeguarding audit).

4 Types of Abuse, Neglect and Exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school/college, including the multi-faceted occurrence of factors causing emotional harm. In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.

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

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

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

Type of abuse	**Information**
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill

Type of abuse	Information
	treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual

Type of abuse	Information
	abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of the school policy and procedures for dealing with this.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

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

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

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

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

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

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

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

- trafficking and modern slavery.

4.8 Potters Green School will also take action to protect;

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

4.8.1 There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education to support children and families in the following circumstances;

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

4.9 Child potentially at greater risk of harm

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

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in Potters Green School.

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

4.10 Children absent/missing from Education

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

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

4.11 Elective Home Education

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

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

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

4.12 Children requiring Mental Health support

4.12.1 Potters Green School recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

4.12.3 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

4.12.4 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

- Talking about wanting to die, feeling hopeless or having no reason to live.
- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.
- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures. At Potters Green School, Liz Dickson is our mental health lead. If concerns are raised about a child, these will be recognised and referred to the school's Senior Learning Mentor (Fiona Smith) who will then refer the child to the mental health lead to access support if/as required.

4.12.5 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

4.12.6 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

4.12.7 At Potters Green School, Liz Dickson is our mental health lead. If concerns are raised about a child, these will be recognised and referred to the schools Senior Learning Mentor (Fiona Smith) who will then refer the child to the mental health lead to access support if/as required.Their role is not to diagnose mental health conditions but to provide support, signpost services and contribute to the school's early help and safeguarding processes.

4.12.8 Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026 and in local Coventry Safeguarding Children Partnership resources.

4.13 Children who are Lesbian, Gay, Bi or Trans (LGBT+) or may be gender questioning children

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

4.13.2 In line with updated Keeping Children Safe in Education guidance, it is important to consider the Cass review, which highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

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

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider

vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

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

4.13.6 Requests relating to social transition should be considered carefully and, on a case-by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

4.13.7 Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

4.13.8 Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

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

4.14 Young Carers

4.14.1 Potters Green School recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing.

4.14.2 Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

4.15 **Children with Special Educational Needs and Disabilities (SEND) and Medical Needs**

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

- communication difficulties that affect a child's ability to report concerns or seek help;
- increased vulnerability to bullying, peer isolation and exploitation;
- greater dependence on adults for care and support;
- the need for intimate or personal care;
- difficulties understanding relationships, consent, appropriate behaviour or online risks.

4.15. 1 Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

5 Responding to signs of abuse

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

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

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

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicated that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/allegations of abuse that children have shared.

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

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;

- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

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

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

5.6 For further information about the Coventry Safeguarding Children Partnership's 'Effective support for Children and Families in Coventry' guidance, which is used by Potters Green School to make decisions about protecting children, please visit https://www.coventry.gov.uk/downloads/download/8372/effective-support-for-children-and-families-in-coventry-

5.7 See page 24 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2026).

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

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

was necessary for the girl's physical or mental health or for purposes connected with labour or birth.[2]

If you believe a child is at risk of FGM, a referral to the MASH is also required.

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

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

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

5.12 Child on Child Abuse

5.12.1 Potters Green School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated imagery such as deepfakes, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse. (See procedures in place within the school's Behaviour, Discipline and Incentives Policy https://pottersgreenprimary.co.uk/about-us/policies/ in connection to sexual violence and sexual harassment)

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse. The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by highlighting within safeguarding training and within CPD focusing on the school's behaviour and anti-bullying policy.

5.12.3 The school will seek to prevent child on child abuse by encouraging the sharing of allegations and following procedures outlined within the school's Behaviour, Discipline and Incentives Policy https://pottersgreenprimary.co.uk/about-us/policies/

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Potters Green School will investigate this with a member of staff taking the lead in this, talking separately to the children involved, recording the investigation on CPOMs, contacting

[2] *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

parents (of both the victim and alleged perpetrator) regarding the outcomes, providing sanctions in line with the school's Behaviour, Discipline and Incentives Policy https://pottersgreenprimary.co.uk/about-us/policies/

5.12.5 Potters Green School recognise that child-on-child abuse may indicate that the alleged perpetrator requires support, intervention or safeguarding assessment. In an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by restoring self-confidence, eliminating fears/insecurities/worries and setting a date to review the situation. Learning mentor support will also be provided if required and referral to the Children and Families Initial Response Service will be considered. Information will be recorded within CPOMs.

5.12.6 Potters Green School will never pass off child on child abuse as 'banter', 'having a laugh. 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Potters Green School will adhere to guidance set out in Keeping Children Safe in Education (2026) when responding to incidents of child-on-child abuse. Children will be provided with clear, accessible and promoted routes to report concerns and abuse.

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

5.12.9 Potters Green School recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. Inline with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk

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

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

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

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the he harm they have experienced, staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.

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

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

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

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

5.14.1 Sharing of consensual or non-consensual nude and semi-nude images or videos, including self-generated intimate images and/or videos and AI-generated imagery, refers to the creation, possession and sharing of such images or videos between children

This includes;

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

5.14.2 The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online. Related policies such as the RSHE and behaviour, incentives and rewards policies can be found on the school website. https://pottersgreenprimary.co.uk/about-us/policies/

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos, including those generate using AI' should be reported to the DSL without delay.

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

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

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos, including those generated using AI' involving the following will result in a Request for Support referral and sometimes a Police referral;

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

5.14.6 Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.

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

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

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

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. Operation Encompass alerts are received and reviewed by the school when a child has been a victim of Domestic Abuse.

5.16 Searching, Screening and Confiscation

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

5.16.2 Potters Green School adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2022).

5.16.3 Please see searching, screening and confiscation section within the Behaviour, Discipline and Incentives Policy https://pottersgreenprimary.co.uk/about-us/policies/ for further information.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. Filtering and monitoring arrangements will be reviewed at least annually and records of these reviews maintained. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education:

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

5.17.2 The school understand that the above can take place on a student's phone or smart device (including smart watches, smart glasses and 'air tags') whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Further information can be found within the following policies: Behaviour, Discipline and Incentives Policy, Computing and E-Safety Policy and the Mobile Phone Policy https://pottersgreenprimary.co.uk/about-us/policies/

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. At Potters Green Impero is the system used. Impero alters the Headteacher when a misuse of the school system is identified and the school Behaviour, Discipline and Incentives Policy is followed for children who breach the acceptable use policy. Securus is also used to monitor technology use. Again, a report is shared with the Headteacher/DSL to highlight any inappropriate use.

Children in the EYFS, KS1 and KS2 sign the acceptable use policy while within the relevant phase of education. Staff also agree to follow the school's code of conduct, the Trust's and school's acceptable use policy. Sites can be blocked and/or unblocked as per staff request. Requests are made to the School Business Manager and considered by the Head Teacher before contact is made with the IT support through the Trust.

5.18 Serious violence

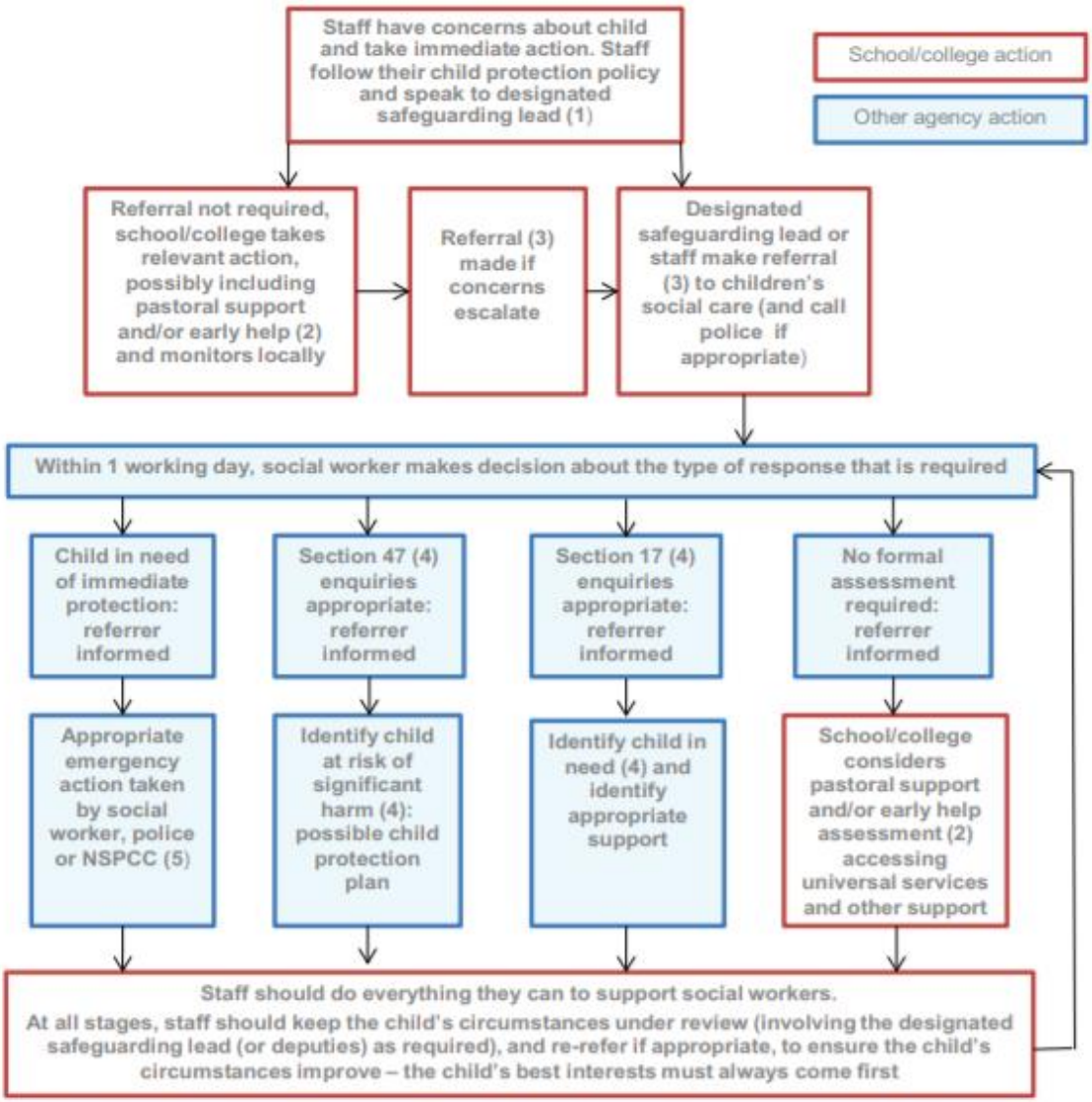
5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

5.19 Referral pathways

5.19.1 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.19.2 The school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

Actions where there are concerns about a child



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

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

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

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

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

5.19.3 To raise concerns about children, members of staff should contact the Coventry Children and Families Initial Response Service by telephone to discuss the referral. They

should then complete the online Request for Support form and submit this. The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

The Children and Families Initial Response Service Telephone number: 02476 788 555

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

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to Children and Families Initial Response Service (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

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

6 Record-keeping

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

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

6.3 Potters Green School keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMs).

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

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

6.6 Potters Green School will seek to hold at least two emergency contacts for every child.

6.7 All personal information processed by Potters Green School will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2026.

Potters Green School recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and

professionals to safeguard and promote the welfare of children. Please see the following policies for additional information; https://pottersgreenprimary.co.uk/about-us/policies/

6.8 Further information regarding information sharing and data processing in relation to safeguarding can be found in Part One of Keeping Children Safe in Education September (2026).

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Potters Green School. As a school we plan to seek consent annually.

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

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

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

8 Family Help Assessment

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

Moat Family Hub

Address Moat House Primary School, Deedmore Road, Coventry, CV2 1EQ

Telephone 024 7697 8036

E-mail TheMoatFamilyHub@coventry.gov.uk

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
• is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

8.3 Potters Green School works within the Coventry Safeguarding Children Partnership's effective-support-for-children-and-young-people framework, available on the CSCP website.

9 Staff training

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

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of Keeping Children Safe in Education September 2026
- School procedures for Children Missing Education
- Potters Green School Behaviour Policy

9.2 Staff at Potters Green School will receive.

Mental health, team teach, local authority training, DSL briefings, e-bulletins and general updates. Governor and volunteer training will also be provided.

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

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

10 Safer Recruitment

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

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).
- Online search on shortlisted candidates as part of its due diligence checks; and
- A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010

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

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

10.4 At least one member of every interview panel will have undergone Safer Recruitment training which will be refreshed every 2 years.

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

10.6 Any visitor to Potters Green School who has not been subject to the necessary checks will be supervised at all times and risk assessed.

10.7 All safer recruitment practices at Potters Green School comply with Keeping Children Safe in Education (September 2026). See Part 3 of Keeping Children Safe in Education (September 2026) for further information.

10.8 See Safer Recruitment policy for further details. https://pottersgreenprimary.co.uk/about-us/policies/

11 Allegations of abuse against staff

11.1 Potters Green School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2022) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

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

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

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other that the Headteacher, it must be reported to the Headteacher without delay. This includes supply staff, volunteers and all staff outlined in paragraph 1.5 of this policy.

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

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2026) guidance indicating that a person in a Position of Trust has:

• behaved in a way that has harmed a child, or may have harmed a child

• possibly committed a criminal offence against or related to a child

• behaved towards a child or children in a way that indicates they may pose a risk of harm to children

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

11. 7 If they feel the criteria is met then they should refer into Coventry LADO using the online referral form on:

https://myaccount.coventry.gov.uk/service/Allegations_against_people_who_work_in_positions_of_trust_with_children_referral

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children

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

The details of the LADO can be found of the front of this policy.

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

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

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

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

11.13 Supply Teachers and all contracted staff

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

11.13.2 Potters Green School will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

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

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

11.14 **Governors**

11.14.1 If an allegation or concern is about a Governor, Potters Green School will follow local procedures.

11.15 **Volunteers**

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

11.16 **Whistleblowing**

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

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

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

11.17 Complaints Procedure

11.17.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors. https://pottersgreenprimary.co.uk/about-us/policies/

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

11.17.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

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

12.2 Potters Green School will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, Potters Green School will cover relevant issues in line with government guidance on Relationship Education, Relationships, Sex and Health Education (see school RSHE policy available on the school website).

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual

violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) Children at Potters Green School will receive the following as part of our promotion of safeguarding across the curriculum:

12.4 Children at Potters Green School will receive the following as part of our promotion of safeguarding across the curriculum: Thrive support, protective behaviours workshops, relationships, sex and health education, regular e-safety learning, learning mentor support, assemblies focusing on promoting the core values and parent information.

12.5 Education at home and remote education

12.4.1 If in the unlikely event that children from Potters Green School are educated at home the following guidance will be followed in conjunction with this policy:

- All staff and volunteers will continue to be alert to indicators of abuse and will report any concerns to the appropriate member of staff immediately.

- If a member of staff, parent/carer or member of the public is concerned about a child's welfare (whether they are attending school or not), they should report in line with the school policy.

- During this time, staff will continue to be vigilant in reporting any concerns relating to chil-on-child abuse to the DSL.

- The school recognises that children both on-site and off-site are vulnerable to abuse and radicalisation online. Children who are at home may be spending more time online and this increases their vulnerability.

- Potters Green School recognises that additional safeguarding arrangements are required to ensure that children are safe online at this time.

- Online activity in through school systems and equipment will continue to be monitored through our usual IT monitoring systems. The head teacher and school business manager receive these alerts. If both members of staff are incapacitated, a named member of staff will be nominated. If a child accesses something inappropriate/concerning this will be investigated by the head teacher or a designated member of staff.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Potters Green School recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is Mrs Liz Dickson.

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

13.3 Potters Green School will work with Personal Advisors when children leave care (where applicable).

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

14 Children with Special Educational Needs and Disabilities or Physical Health Needs

14.1 As outlined in Keeping Children Safe in Education (2026), *Potters Green School* is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

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

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

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

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

15 Use of reasonable force and other restrictive interventions

15.1The school will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.

15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a

legitimate aim. Staff will not use any more force than is necessary in the circumstances.

15.3 The school adopts Team Teach principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.

15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.

15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.

15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, unless there are safeguarding reasons not to do so.

15.7 Further information can be found in the school Behaviour Policy, Physical Intervention/Positive Handling Policy and the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions in Schools (2026)*.

15.8 Staff at Potters Green School are Team teach trained. Should a child need restraining a member of staff who has been 'Team Teach' trained may use such restraint as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

Where reasonable force has been applied, this will be documented on CPOMs, shared with the Head Teacher and the incident and outcome discussed with the child's guardian in line with school's behaviour policy. https://pottersgreenprimary.co.uk/about-us/policies/

16 Work Experience/Alternative Provision

16.1 The School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought

on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

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

- School organisation
- Health and safety
- Lone working
- Code of conduct
- Fire procedure
- In house safeguarding procedure
- Acceptable use policy
- Confidentiality

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

17. Use of school premises for non-school activities

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

18 Summary

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

Appendix A

Potters Green School's safeguarding policy is intended to be used in conjunction with the following policies;

Potters Green School adheres to Coventry Safeguarding Children Partnership Policies, which can be found here: https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2495/coventry_safeguarding_children_partnership_policies_and_procedures

- Allegations Against Staff or Volunteers **(CSCP) LINK UPDATED**
- Allegations Against Members of Staff
- Behaviour and Anti – Bullying Policy
- Attendance Policy
- Acceptable Use Policy
- Children with Medical Needs
- Children Missing in Education
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- Lockdown Policy
- Managing Drug Related Incidents Policy
- Equalities Policy
- Managing Professional Disagreements (**CSCP**) **LINK UPDATED**
- Health & Safety Policy
- HR & Governance Policy
- Computing (including e-safety) Policy
- Intimate Care Policy
- Lone Working Policy/Home visits policy
- Medicine & First Aid Policy
- Mental Health Policy – see SEND, Behaviour, Discipline and Incentives, Anti-Bullying Policies and RSHE Framework
- Primary-Secondary Transition Policy
- PSHE/RSE/RSHE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Educational Visits Policy
- Positive Handling Policy
- Whistleblowing Policy

Relevant School and/or Trust Policies can be found:

https://pottersgreenprimary.co.uk/about-us/policies/

https://castlephoenixtrust.org.uk/trust-information/policies/

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in **paragraph 4.4**, Potters Green School will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2026),** Annex A.

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

Bullying, including cyber- or online-bullying

Potters Green School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

Reports of Criminal exploitation would be dealt with through the schools normal safeguarding procedures- ie a record on a child concern form and hand to the DSL/DDSL and then record on CPoms at the earliest opportunity. The DSL or DDSL would make a referral to both MASH and the Police as children may have been harmed or be at risk of immediate harm.

Domestic abuse

School receives notifications weekly through the 'Operation Encompass alerts' Additional monitoring takes place for these children but no action is formally and contact with parents is not made. Any reports from pupils who report domestic violence are recorded on a child concern form and followed up using the normal safeguarding procedures and protocols.

Fabricated or induced illness

Patterns and reasons of absence are monitored by the senior learning mentor (DDSL) using the schools attendance policy. Where high levels of absence is related to reported illness medical evidence is required. The school will also make a referral to the School Nursing team with parents' consent. Should consent be denied and concerns raise this would be recorded and monitored. Ultimately this would lead to a referral to MASH and parents would be informed. School would seek to support the parents in the first instance through Early Help provision.

Faith-based abuse

All abuse of children, whether faith based or not, will be dealt with following the school's usual safeguarding procedures and reported to MASH and the police as required.

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

It is mandatory to report cases of FEMALE GENITAL MUTILATION carried out on someone under the age of 18 to the police. Staff at Potters Green School will receive annual training and updates in relation to FGM reporting and recording. All concerns should be registered in writing on the school proforma, handed to the school's DSL/DDSL and contact made with the police immediately. Record on CPoms at the earliest opportunity. The DSL or DDSL will be available to support staff through the referral process. Updates are provided for staff regularly.

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

A marriage carried out without the agreement of both people. In the event of a disclosure from a child or parent this would be dealt with through the normal safeguarding procedures ie a record on a child concern form and hand to the DSL/DDSL (then record on CPoms at the earliest opportunity)and a referral made to MASH. Family would not be asked to interpret for the victim and as much information as possible would be gathered to pass on.

Gangs or youth violence

Children learn about the dangers of gangs and youth violence during PSHE/RSHE lessons as appropriate to their age, Staff are aware of gang culture in the content of our school community and the dangers that our children face when socialising with older children. Any concerns must be reported to the DSL. Parents are given the opportunity to discuss and address any concerns at parents' sessions and have access to online support resources through the school website.

Gender-based violence

All abuse of children, whether gender based or not, will be dealt with following the school's usual safeguarding procedures and reported to MASH and the police as required.

Hate

Any hate based language or actions against another person is not tolerated at Potters Green School. It is dealt with via our behaviour policy and children are taught explicitly about the dangers of extreme language and using language that discriminates against others. Staff will challenge all language that is unacceptable and will not accept this as 'banter' or 'jokes'. Neither will it be considered as acceptable if children use words or language that causes offence and discriminates despite not understanding this.

Homelessness

At Potters Green School we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Homelessness is a prevalent issue which affects some of our families. Using Early help provision in the first instance we support families with the process and meeting basic need through eg food bank vouchers, bus passes and clothing. Sign posting to agencies such as 'The Law centre', Citizens advice Bureau and the City Council for parents to seek further advice and support.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

So called 'Honour Based' violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. In the event of a disclosure from a child or parent this would be dealt with through the normal safeguarding procedures ie a record on a child concern form and hand to the DSL/DDSL and then record on CPoms at the earliest opportunity. The DSL or DDSL would make a referral to MASH. Family would not be asked to interpret for the victim and as much information as possible would be gathered to pass on.

Radicalisation and Extremism

In 2010, the Government published the Prevent strategy. In 2015 there was a duty placed on specified authorities which includes schools to have due regard to the need to prevent people from being drawn in to terrorism. The school uses the following definition of extremism:

' Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs and/or calls for death of members of our armed forces, whether in this country or overseas'.

At Potters Green School we recognise that there is no such thing as a 'typical extremist' and that those who become involved are from varying backgrounds with varying experiences. Staff are trained in identifying indicators of vulnerability:

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement /reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity.

In the event of a concern being raised this would be dealt with through the normal safeguarding procedures ie a record on a child concern form and hand to the DSL/DDSL and then record on CPoms at the earliest opportunity. The DSL or DDSL would make a Prevent referrals to Channel.

Sexual violence or sexual harassment (including peer-on-peer/child-on-child abuse)

Potters Green School understands that both adults and other children can perpetrate abuse, and peer on peer/child on child abuse is taken very seriously. Peer on peer/child on child abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer/child on child abuse. The school will ensure staff understand what is meant by peer on peer/child on child abuse and the school policy on peer on peer/child on child abuse by delivering staff training and updating staff through the use of staff meetings. The school will work to prevent peer on peer/child on child abuse by consistently delivering clear messages through the curriculum (PSHE/RSHE and online safety), assemblies, behaviour policies and ethos and values work.

Sexual violence and harassment is always wrong. This will enable children to understand, identify and report any instances of peer on peer/child on child abuse. Through the school newsletter parents are informed and provided with ways in which to report peer on peer/child on child abuse at Potters Green School. In the event that an allegation of peer on peer/child on child abuse is made, Potters Green School will investigate this (see appendix C, flow chart).

Sharing of consensual or non-consensual nude images and videos

If staff notice any concerns, they should report them to the school's Designated Safeguarding Lead (DSL), as with any other safeguarding concern. Staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. Staff should make a record of any concerns in writing on the schools child concern form and pass on to DSL immediately. If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). The device should be passed to the DSL. Staff must not look at or print any indecent images.

To prevent this issue the school supports pupil through embedding online safety into the computing curriculum annually and through regular lessons. Parent information and support is also shared regularly.

Trafficking and modern slavery

At Potters Green School we use the following definitions: Child Trafficking- (United Nations)- recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation.

Modern Slavery**-** comprises slavery, servitude, forced and compulsory labour and human trafficking.

Should we have concerns about as potential victim we would use the schools own safeguarding procedures and this will include a referral to the National Referral mechanism (MRM) or duty to notify form. We would contact the police and MASH if we felt a child was at risk of immediate harm. If there is not a risk of immediate harm we would use the Modern Slavery helpline on 08000 121 700

Children absent from education, home or care

Potters Green School will also take action to protect;

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

Children Missing Education

Statutory guidance can be found at:

https://www.gov.uk/government/publications/children-missing-education/children-missing-education-statutory-guidance-for-local-authorities-and-schools

In line with DFE document 'Children Missing from Education' – September 2016 at Potters Green School, the daily register is used to monitor attendance in the first instance. First day calling also provides an opportunity for the school to gather more information behind reasons for absence. Alongside this the school also make home visits and hold thorough records of contact made and failed contact. We use a variety of strategies to pursue absence, telephone calls, door knocking and leaving letters and notes of attempted visits for parents/ carers In Partnership with the Local Authority, absence is pursued and further home visits made. This is the schools reasonable efforts to make contact with parents.

See also attendance policy and child missing from education policy.

Children Missing from home or care

Statutory guidance can be found at:

https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

See also attendance policy and information within the child missing education section.

Should a child go missing from home or care Potters Green School will work with agencies to help establish their location as quickly as possible.

Private Fostering

Potters Green School have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through the Children and Families Initial Response Service referral process. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

Indicators of abuse

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

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

- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Potters Green School recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C

Flowchart for responding to incidents of Peer on peer/child on child abuse

Considerations – risk assessment

Vulnerability of the child.

- Coercion
- How shared and where
- Impact on children
- Age of children

5 points for referral •

1. Adult involvement.
2. Coercion or blackmail
3. Extreme or violent
4. Under 13
5. Immediate risk of harm

Initial disclosure

This could come from a pupil directly, a parent, a pupils friend.

Initial review with safeguarding time

At this initial stage the safeguarding team review the information and consider the 5 points for immediate referral. They make an initial decision about whether the incident can be dealt with in house

Police / Children's Services/ MASH referral

Refer to your local arrangements for dealing with incidents and contact local services.

Risk assessment/ dealing with the incident.

Consider the risk of harm and at any point if there are 'causes for concern' you can refer back to police/Children's Services.

Management in school

Ensure parents are informed and the incident recorded following all child protection and safeguarding procedures.

Appendix D

Procedures at Potters Green School

1. Safeguarding Procedures – Recognising, Recording and Reporting

Procedures for Dealing with Concerns

If a member of staff is concerned about a child, no matter how small or insignificant it may seem, or if a child or third party discloses something of concern, the following procedures must be followed.

A. **Receive**

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what the child says to you without displaying shock or disbelief.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.

B. **Reassure**

- Reassure the child that they what has happened is not his or her fault.
- Stress that they have done the right thing by telling someone.

C. **React**

- Do not criticise the alleged perpetrator.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Explain what has to be done next and who has to be told. Do not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.

D. **Record**

To record the information you have been given, one of the below procedures must be followed:

If there is an allegation of physical or sexual abuse, staff must contact the DSL or in their absence a DDSL immediately, completing and sharing the paper records of concerns form.

For staff who have access to CPOMS:

- Complete a paper record of concerns form and hand this to the DSL

Once the completed form is returned:

- Staff to record the information by uploading the form on CPOMS, using the 'add incident' tab.
- Use the body map feature if explaining a physical injury or disclosure.
- Choose a category.
- Choose which staff to alert. The Head Teacher and Deputy Head Teacher will automatically be informed. Safeguarding concerns must be kept confidentially and shared only with the DSL and DDSL.
- If an action needs adding after the initial incident recording this can be included by clicking 'add action'.

For staff who do not have access to CPOMS

- Concerns must be recorded as soon as possible (no later than the end of the day) on the designated sheet.
- Copies are located in the safeguarding areas around the school and within this policy. If there is an allegation of physical or sexual abuse, staff must contact the DSL or in their absence a DDSL immediately.
- Completed forms must be handed to the DSL.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- The record must be dated and signed.

D. **Support**

- Continue to support the child.
- Seek support for yourself without disclosing information about the child.

Appendix E

Logging a concern about a child's safety and welfare

(NB <u>All</u> concerns must be recorded but a Designated Safeguarding Lead must be informed <u>immediately</u> about <u>all</u> disclosures by a child of abuse and <u>any</u> situation where a child may be at immediate risk of harm at the end of their school day – this form should then be filled in and passed to the DSL as soon as possible after the DSL has been informed)

Pupil's Name:	**Date of Birth:**	**Year Group:**	**Form:**
Date:	**Time (of writing this record):**		
Name of person completing this form (please print): **Job Title:** **Signature:**			
Reason(s) for recording the incident/concern (headline):			
Record the following factually: <u>When</u> (date & time of incident or concern arising)? <u>Where</u> did your concerns arise? <u>Who else</u> - were any other children or staff present? <u>What</u> exactly did you see/hear/smell that raised your concern? N.B. Please record any direct disclosures/statements/comments using the child or adult's exact words in quotation marks. NB if additional pages are used, these must be attached securely to this form			
Action taken, including names of everyone spoken to about the incident/concern			
Name of Designated Safeguarding Lead this form was passed to:			
Date and time incident/concern was shared with Designated Safeguarding Lead:			

Please check to make sure your report is clear; and will be clear to someone else reading it next year

NOW PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD FOR COMPLETION OVERLEAF *(NB by end of working day at latest if child is not at immediate risk of harm)*

(Following sections to be completed by Designated Safeguarding Lead)

Time & date information received by DSL and from whom	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
DSL's analysis of presenting issues/concerns and advice received	
Action taken (spoke to parents / referral to or consultation with MASH or local Children's Services team / monitoring advice given to appropriate staff / Early Help etc.) If decision not to refer, state reason. **Note time/date/names/ who information shared with and when etc.**	
Outcome **(include names of individuals/agencies who have given you information regarding outcome of any referral (if made**	
Parents informed **Yes/no – reasons if no**	

Where can additional information regarding child/ incident be found? (e.g. pupil file, serious incident book)	
Signed	
Printed Name	
Date	

Date/time/how member of staff submitting this form received feedback about action taken from DSL (please circle below as appropriate)	**Date:**	**Time:**

Face to face	**Phone call**	**e mail (copy retained)**
Signature of reporting M of S	**Signature of reporting M of S**	

Appendix F

Potters Green School

nurturing bright futures

Declaration of Relationships: Staff/Volunteers and Visitors

Staff/volunteers and visitors are required to use this form to declare personal relationships or interests with colleagues, parents or children (including social media relationships), in accordance with the school's safeguarding and social media policies. The context of the relationship should be declared in writing and will be held by the Headteacher/School Business Manager. **Staff are responsible for updating this declaration if relationships change or new relationships should be declared. In these circumstances a new form should be requested and submitted.**

Staff **must not** allow their relationships to affect their ability in any way or influence their decisions within the workplace. Staff **must not** use personal social media with any child with whom they **solely** have, or have had, a staff/pupil relationship. This includes ex-pupils until they reach the age of 18.

This form should be completed for each relationship, and copy given to the Headteacher. The form is for the protection of staff and pupils.

Date:	
Staff name:	
Job Title:	

Name of People with whom adult has an existing relationship.	Is Relationship as a colleague?	Other relationship?	Declaration of the Context of the Relationship (Be detailed)

Signed: _____

Date: _____

(complete an additional sheet if there are more relationships to declare)