



**Chess Valley Trust**  
A primary learning community

## **Chess Valley Trust**

Safeguarding & Child Protection Policy

# SAFEGUARDING & CHILD PROTECTION POLICY

***Reference is made throughout this policy to Keeping Children Safe in Education***

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

Timetable	
Date reviewed by Trustees	Spring 2026
Next date to be reviewed	Spring 2027

2026/2027	NAME	CONTACT DETAILS
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<b>DESIGNATED SAFEGUARDING TRUSTEE:</b>	Sally Hale	
<b>TRUST SENIOR MENTAL HEALTH LEAD (TRUST COUNSELLOR)</b>	VACANT	

**This policy applies to all schools within Chess Valley Primary Learning Trust**

At Chess Valley Primary Learning Trust (CVPLT) we are committed to safeguarding children and young people, and we expect everyone who works in our schools to share this commitment. Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interests of the child.

At CVPLT pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. Since September 2020, our schools have worked in accordance with the government regulations which make the subjects of Relationship Education, Relationships and Sex Education (for primary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

Our schools assess the risks and issues in the wider community when considering the well-being and safety of our pupils.

## CONTENTS

Section	
1	Introduction
2	Statutory Framework
3	Roles and responsibilities
4	Types of abuse / specific safeguarding issues
5	Children potentially at risk of greater harm
6	Procedures
7	Training
8	Professional confidentiality
9	Records and information sharing
10	Interagency working
11	Allegations about members of the workforce and outside organisations using school premises
12	Use of reasonable force
13	Whistleblowing
14	Children and the court system
15	EYFS specific safeguarding
Appendix A	CVPLT – Trust Specific Information Policy for the use of cameras and mobile phones/devices in EYFS at Academy schools and pre-schools
Appendix B	Child protection flowchart on how to raise a concern about a pupil
Appendix C	Additional Safeguarding arrangements during Coronavirus (COVID-19)

### 1. Introduction

Schools and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance *Working Together to Safeguard Children*. Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

*(Keeping Children Safe in Education (DfE, 2025))*

This Safeguarding & Child Protection policy is applicable to all academies within the CVPLT Trust and is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2025) – including Role of the Designated Lead
- Safeguarding & Child Protection Policy to include "Response to children who are absent from education"
- Behaviour, Anti-bullying and Exclusion Policy
- Code of Conduct Policy (Staff)
- Online Safety and Data Security Policy
- Whistleblowing Policy
- Safe Touch and Physical Intervention Policy
- Harmful Sexual Behaviour Child-on-Child Abuse Policy

All staff are required to sign a "Read and Understood" confirmation document, returning to the School Business Manager, at the start of each academic year (see Appendix I for an example form) or within the first week of joining CVPLT.

All staff complete an annual update on safeguarding training each September.

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education (DfE, 2025) 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 their 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
- Acting to enable all children to have the best outcomes.

### **Victims and alleged perpetrator(s)**

For the purposes of this policy, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that colleagues recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, we should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this policy, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'Perpetrator(s)'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, we should think very carefully about terminology, especially when speaking in front of children, not least because in some cases, the abusive behaviour will have been harmful to the perpetrator as well.

## **2. Statutory Framework**

There is government guidance set out in [Working Together to safeguard children](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Chief Executive of the Local Authority, Chief Executive of the ICBs and Chief Officers of policies forces) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the Herts Safeguarding Children Partnership (HSCP). Section 175 of the Education Act 2002 (*Section 157 for independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

[Keeping Children Safe in Education](#)

[Working together to safeguard children 2023](#)

[Education Act \(2002\)](#)

[The Effective Support Windscreen – Draft](#)

[Counter-Terrorism and Security Act \(HMG, 2015\)](#)

[Serious Crime Act 2015 \(Home Office, 2015\)](#)

[Children and Social Work Act \(2017\)](#)

[Children Missing Education - statutory guidance for local authorities](#)

[Sexual Offences Act \(2003\)](#)

[Education \(Pupil Registration\) Regulations 2006](#)

[Information sharing advice for safeguarding practitioners](#)

[Data Protection Act \(2018\)](#)

[What to do if you're worried a child is being abused \(HMG,](#)

[015\)Searching, screening and confiscation \(DfE, 2022\)](#)

[Children Act \(1989\)](#)

[Children Act \(2004\)](#)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

[Female Genital Mutilation Act 2003 \(S. 74 - Serious Crime Act 2015\)](#)

[Promoting positive emotional well-being and reducing the risk of suicide \(ESCB, 2018\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance](#)

[Teaching on-line safety in schools \(DfE, updated January 2023\)](#)

[Education Access Team CME / Home Education policy and practice](#)

[Understanding and Supporting Behaviour - safe practice for schools and educational settings](#)

[Relationships, Education \(RE\) and Relationships and Sex Education \(RSE\) and Health Education](#)

### **3. Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our schools with these specific responsibilities (the Designated Safeguarding Leads and deputy Designated Safeguarding Leads) are contained in the table at the front of this document.

#### The Board of Trustees

The Board of Trustees ensure that the policies, procedures and training in our schools are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the Safeguarding & Child Protection Policy reflects statutory and local guidance and is reviewed at least annually.

The Board of Trustees ensure there is a named Designated Safeguarding Lead and deputy safeguarding lead in place for all schools. The Trustee with responsibility for safeguarding is contained in the table at the front of this document.

The Board of Trustees ensure the schools contribute to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The Board of Trustees will do all they reasonably can to limit children's exposure to risks from the IT systems. The Board of Trustees will ensure that the appropriateness of any filtering and monitoring systems are reviewed by individual schools and will be informed by the risk assessment required by the "[Prevent Duty](#)" and in accordance with the DfE [Filtering and Monitoring standards](#).

The Board of Trustees ensure that all staff members undergo safeguarding and child protection training at induction, including online safety, whilst amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Training is then regularly updated. All existing staff member members receive regular safeguarding and child protection updates, including online safety an annual update and monthly CPD, to continue to provide them with the relevant skills and knowledge to safeguard our children effectively.

The Board of Trustees are directly responsible for ensuring CVPLT has the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. All staff will receive annual training in line with guidance on e-security from the National Education Network. In addition, CVPLT will consider the [Cyber Security Standards](#).

The Board of Trustees ensure that our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. The Trust works in accordance with government regulations which make the subjects of Relationship Education, Relationships and Sex Education (for primary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The Board of Trustees, Local Advisory Boards, Chief Operating Officer and school leadership teams are responsible for ensuring each school follows recruitment procedures that help to deter, reject or identify people who might abuse

children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that all staff, volunteers, contractors and third-party personnel are subject to all relevant safer recruitment checks; to include an enhanced DBS including a barred list check, fitness declaration, section 128 (where applicable), references, online searches (where applicable) and Letter of Assurances (where applicable) are completed prior to entering the school site.

### The Designated Safeguarding Lead (and Deputy/Deputies)

The Designated Safeguarding Lead (DSL) in schools have ultimate lead responsibility for safeguarding and child protection, including online safety. DSLs will be expected to have an understanding of the filtering and monitoring systems and processes in place. Their role includes:

- managing child protection referrals.
- act as a point of contact with safeguarding partners, including working with other agencies.
- ensure all staff are appropriately trained.
- deputies to liaise with the DSL (Headteacher) to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an appropriate adult. Further information can be found in the Statutory guidance - [PACE Code C 2023](#)
- raising awareness of all safeguarding and child protection policies and procedures amongst staff and parents; ensuring that everyone in school (including temporary staff, volunteers, third party and contractors) are aware of these procedures and that they are followed at all times.
- ensuring that child protection information is transferred to and received by the pupil's new school within five school days of the pupil being accepted on roll, this includes in-year transfers.
- being aware of (and working with) pupils who have a social worker.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR);
- keeping details accurate, secure records of all concerns, discussions and decisions made including the rationale for those decisions. This include instances where referrals are or are not made to another agency such as LA children's Social Care or the Prevent program etc.
- all information considered in decision-making should be clearly recorded along with the decision made; and
- helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with members of the school leadership team.

They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Herts /Bucks Children's Social Care are made in accordance with current SET procedures. They work with the local authority and the HSCP as required and ensure that information is shared appropriately.

The DDSL is trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence. In the event that a DSL/DDSL is unavailable, schools should contact the Trust DSL to seek advice on next steps.

### The Headteacher

The Headteacher ensures that all staff are adhering to all safeguarding policies and procedures adopted by the Board of Trustees.

### All school staff

Everyone in CVPLT has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the Designated Safeguarding Lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

Staff should be particularly alert to the potential need for early 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
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

#### 4. Types of abuse / specific safeguarding issues

Keeping Children Safe in Education (DfE, 2025) describes abuse in the following way:

*“A form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 by another child or children”*

Keeping Children Safe in Education (DfE, 2025) refers to four categories of abuse:

- **Physical-** 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-** The persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some levels of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.
- **Sexual-** 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 oral sex) 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 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 it and of their school or colleges procedure for dealing with it.
- **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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff in CVPLT are aware of the signs of abuse and neglect so are able to identify children who may need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

All staff should be 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.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Other safeguarding issues that all staff should be aware of include:

### **Children with Special Educational Needs (SEND) and disabilities**

Our schools understand that children with special educational needs (SEND) and disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
- These children may be more prone to peer group isolation or bullying (including prejudice-based bullying than other children);
- The potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

Further information can be found in the DfE's

- [SEND Code of Practice 0 to 25 years](#), and
- [Supporting Pupils at School with Medical Conditions](#).

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).
- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- [NSPCC – Safeguarding children with special educational needs and disabilities \(SEND\)](#) and [NSPCC – Safeguarding child protection/deaf and disabled children and young people](#)

### **Children who are lesbian, gay, bisexual, transgender or questioning their gender**

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.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism and/or attention deficit hyperactivity disorder.

As such, when supporting a gender questioning child, a cautious approach should be taken and consideration given to 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. CVPLT staff should refer to the [DFE Guidance for Schools and Colleges](#) in relation to Gender Questioning Children, when deciding how to proceed.

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 endeavor to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

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.

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

### **Children with a Social Worker**

At CVPLT, we recognise that when a child has a social worker, it is an indicator that the child is at more risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

At schools within The Chess Valley Primary Learning Trust, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Gathering information at induction through home visits, meetings with pre-schools and paperwork.
- Liaising with schools and settings that children attended prior to joining us.
- Giving all pupils the opportunity to talk and to be listened to.
- Liaising with a range of agencies and other professionals.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of 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 perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Some specific forms of CCE include being forced or manipulated into transporting drugs or money through county lines, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening /committing serious violence towards others. They may also be coerced into carrying weapons such as knives for a sense of protection from harm from others. As children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Other signs / indicators examples may include:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people are involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education and do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse, which can happen to boys and girls from any background or community. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g., they believe they are in a genuine romantic relationship.

### **Indicators of Child Sexual Exploitation may include:**

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, displaying sexual behaviours beyond sexual development or becoming pregnant

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having prior experience of abuse, neglect, exploitation, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

It is understood that a significant number of children who are victims of CSE and or CCE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject

to, CSE/CCE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate

More information can be found in: [Child sexual exploitation: Definition and a guide for practitioners \(DfE 2017\)](#)

## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity.
- owe a ‘debt bond’ to their exploiters.
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office and The Children’s Society Lines Toolkit for Professionals](#).

## Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside of school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child’s life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family. We will assess the risk and issues in the wider community when considering the well-being and safety of our pupils.

Additional information is available here: [Research Programme](#)

## Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

### *Definition*

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse.
- (b) violent or threatening behaviour.
- (c) controlling or coercive behaviour.
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain

goods or services); and  
(e) psychological, emotional or other abuse.

### Definition of “domestic abuse”

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation). Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual (including harassment and exploitation), serious youth violence, county line, radicalisation, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationship (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Seeing, hearing and experiencing the effects of domestic abuse can impact children.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

### **Female Genital Mutilation (FGM)**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society.
- mother or sister who has undergone FGM.
- girls who are withdrawn from PSHE.
- visiting female elder from the country of origin.
- being taken on a long holiday to the country of origin.
- talk about a ‘special’ procedure to become a woman.

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return.
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

All CVPLT Trust staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the Designated Safeguarding Lead and children's Social Care.

**The duty does not apply in relation to at risk cases** - it is limited to 'known' cases (i.e. those which are visually identified or disclosed to a professional by the victim – see section 2.1 for more information). If you are concerned that a girl may be at risk of FGM, you should follow local safeguarding procedures.

### **Homelessness**

Homelessness can pose a range of safeguarding concerns in particular for those who live in hostel accommodation. Many young people who have lived in hostels have been affected by peer pressure, bullying, exploitation of various kinds, increase in substance use and criminal behaviour. This can further compound the negative effects of previous life experiences and becoming homeless. Our staff are aware of the difficulties that may be experienced by children and their families who have become homeless and will work with our partners and share relevant information where there are concerns.

Please refer to the following link that contains updated duties: [Homelessness Reduction Act: policy factsheets](#).

### **So-called 'Honour-based abuse'**

So-called 'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **Mental Health**

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

School staff across academies within the CVPLT Trust are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken and following the Safeguarding & Child Protection Policy they should raise the issue by informing the Designated Safeguarding Lead or a deputy, completing the online "CPOM" concern form.

We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns, this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community, and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented. Each school has local services (including LA ) and will work in partnership with these agencies to support access to mental health services (Adults & Pupils)

### **Child-on-child Abuse**

School may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered

harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our Trust recognises that some children may abuse their peers, both inside and outside of school or online. Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate. As a Trust, we understand that even if there are no reports of child-on-child abuse in our schools, this does not mean it is not happening; it may be that it is not being reported. Any staff that have any concerns regarding child-on-child abuse should follow the same procedure for reporting any other concerns.

Child-on-child abuse can manifest itself in many ways. This may include bullying (including cyberbullying), physical abuse, sexual violence/sexual harassment, 'up-skirting', youth-produced sexual imagery ('sexting') or initiation/hazing type violence and rituals.

Abuse is abuse and will never be passed off as "banter" or "part of growing up". We recognise that different gender issues can be prevalent when dealing with child-on-child abuse. This could include, for example, pupils being sexually touched/assaulted by boys or girls or pupils being subjected to initiation-type violence. Within CVPLT, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other pupils. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including criminal offence.
- raises risk factors for other pupils in the school.
- indicates that other pupils may have been affected by this pupil.
- indicates that young people outside the school may be affected by this pupil.

At the CVPLT we will support the victims of child-on-child abuse by, following our Trust Behaviour Policy, seeking advice from Herts Social Care available to support the victim and his/her family and inviting organisations into school to provide specific support and education in order to prevent further incidence.

### **Prevent Duty**

Information sharing is vital in promoting the welfare of learners and staff. Failure to share relevant information can affect the safety, welfare and educational outcomes of learners. As part of this, CVPLT Academy Trust has a clear policy on their approach for submitting a Prevent referral, including the use of the Prevent [national referral form](#).

When seeking to share personal data regarding people susceptible to radicalisation, practitioners will consider whether it is appropriate to rely on the person's consent and must comply with the requirements of data protection legislation. Where it is not possible to rely on consent, it is still possible to share information if there is a [lawful basis](#) for doing so.

When a child leaves a CVPLT school, relevant information will be securely transferred within the appropriate child protection file. This will enable the new setting to have support in place in advance of a child joining.

### **Prevention of radicalisation**

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty, it requires schools to:

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas; and
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Trust staff will be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

Our schools work in accordance with local procedures for Prevent and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremist ideology and radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the CVPLT values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We promote spiritual, moral, cultural, mental and physical development of all pupils and prepare them for the opportunities, responsibilities and experiences of life.

In line with the Act, our schools:

- promote community cohesion.
- are safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas; and
- are mindful of their pre-existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

### **Recognising Extremism, Radicalisation and Terrorism**

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes.
- glorifying violence, especially to other faiths or cultures.
- making remarks or comments about being at extremist events or rallies outside school.
- evidence of possessing illegal or extremist literature.
- advocating messages similar to illegal organisations or other extremist groups.
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.);
- secretive behaviour.
- online searches or sharing extremist messages or social profiles.
- intolerance of differences, including faith, culture, gender, race or sexuality.

- graffiti, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views; and
- advocating violence towards others.

### **Private Fostering**

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse, neglect and exploitation, or be involved in trafficking, child sexual exploitation or modern-day slavery and/or criminal exploitation

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The Designated Safeguarding Lead will speak to the family of the child involved to check that they are aware of their duty to inform LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

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

### **Looked after children (LAC) and previously looked after children (PLAC)**

The most common reason for children becoming looked after is as a result of abuse, neglect or exploitation.

Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked-after children safe. In particular, they should ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked-after children and previously looked-after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

### **The Designated Teacher**

Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, Designated Teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

### **Serious violence**

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

## Youth produced sexual imagery (Sexting)

Consensual and non-consensual sharing of nude and semi-nude images and/or videos can also be known as Youth Produced Imagery (sexting), in cases of youth produced sexual imagery ('sexting') we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS): ['Sexting in schools and colleges, responding to incidents, and safeguarding young people'](#).

### Upskirting

Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

## 5. Children potentially at risk of greater harm

Whilst ALL pupils should be protected, we recognise that some children may potentially be at risk of greater harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care (LAC) or previously in Care (PLAC) or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our schools understands that children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse, neglect and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication difficulties in overcoming these barriers.

### Alternative Provision

*The below has been taken directly from Keeping Children Safe in Education 2025*

"Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half-termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed".

The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative Provision DFE statutory guidance](#) and
- Education for children with health needs who cannot attend school - [GOV.UK](http://www.gov.uk) (www.gov.uk) – DFE statutory guidance.

### Children Absent from Education ([DfE guidance](#)) (Additional information can be found in the Trust Attendance policy)

Children absent from education, particularly unexplainable absences, repeat occasions and/or for prolonged periods can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, particularly county lines. It is important the school response to unexplainable and/or persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in the future. This includes when problems first emerge but also where children are.

- already known to the local authority.
- are under children's Social Care and need a social worker (such as a child who is a child in need or who has a child protection plan).
- absent from education (this may increase known safeguarding risks within the family or in the community).
- a looked after child.

Further information and support, includes guidance on school attendance "[Working together to improve school attendance](#)" including information on how the Trust will work with the local authority children's services where school absence indicates safeguarding concerns. Guidance on the Trusts' duties regarding children missing education can be found in the DfE statutory guidance "[Children Missing Education](#)"

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse, neglect and exploitation, and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay, in accordance with the Trust Attendance policy and DfE guidelines around attendance.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible, if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

- Staff who understand what to do when children do not attend regularly.
- Appropriate policies, procedures and responses for pupils who are absent from education (especially on repeat occasions);
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage, which is any form of marriage for someone under 18, even where violence, threats or another form of coercion is not used. A "[Forced marriage resource pack](#)" is available on the DfE website and "[The right to choose: government guidance](#)";

Procedures to inform the local authority when we plan to take pupils off roll when they:

- a) leave school to be home educated.
- b) move away from the school's location.
- c) remain medically unfit beyond compulsory school age.
- d) are in custody for four months or more (and will not return to school afterwards); or
- e) are permanently excluded.

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

The Chess Valley Primary Learning Trust response to Children Absent from Education that is implemented in all our schools.

If a child is absent from school the parent/carer must follow the following procedures:

- Contact the school on the first day of absence before *9am* and each subsequent day of absence before *9am*. The school has an answer phone available to leave a message if nobody is available to take your call. Alternatively, parents can drop into school personally and speak to the office staff. If we do not hear from you, we will make a home visit and, if necessary, contact the police or Social Care
- Contact the school on every further day of absence, again before *9am*.
- Ensure that your child returns to school as soon as possible
- Provide medical evidence if your child's attendance falls below 90%, otherwise it will be marked as an "unauthorised" absence and coded "O".

If your child is absent, we will:

- Telephone or text you on the first day, and every subsequent day of absence if we have not heard from you, we may also visit you on the first day of absence, if we have not heard from you;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made in the interests of safeguarding.
- Make a home visit to ascertain the safety of the child if we have concerns for their welfare.

- Contact the police/Social Care on the first day's absence if we do not know of your child's whereabouts. Write to both parents listed on school admissions forms if your child's attendance is below 96%.
- Invite you into school to discuss the situation with our pastoral/attendance worker or Headteacher if absences persist.
- Arrange a formal school attendance meeting if attendance deteriorates following the above actions.
- A referral will be made to Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child will be considered to be "absent from education".

**If absence continues, we will:**

- Write to you if your child's attendance is below 96%, or where punctuality is a concern.
- Invite you into school to discuss the situation with the school's attendance leader or Headteacher.
- Create a personalised action/support plan to address any barriers to attendance.
- Offer signposting support to other agencies or services if appropriate.
- Refer the matter to the Local Authority for relevant sanctions if attendance deteriorates following the above actions.

**6. Procedures**

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a Child in Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse or suspect that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead (or, in their absence, the deputy Designated Safeguarding Lead). All verbal conversations **MUST** be promptly (within three hours) submitted on "CPOMs". Any concerns relating to another data subject must be recorded using initials and year group only. Full names **MUST** not be included.

All action is taken in accordance with the following guidance.

- Keeping Children Safe in Education (DfE, 2025)
- [Working Together to Safeguard Children 2023](#)
- [PREVENT Duty](#)

Any member of staff including supply staff, volunteers, contractors or visitors to the school must refer any concerns to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and /or the Police. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and/or Herts Police for advice on when to share information with parents/carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, all staff understand they should press for re-consideration of the case with the Designated Safeguarding Lead.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and deputy) and how to share concerns with them.

If the DSL or one of the deputies is unavailable the Trust DSL should be contacted at CVPLT. If, for any reason, the school DSL, deputy DSL or Trust DSL are not available, this should not delay appropriate action being taken. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, neglect or exploitation will record it on the

“CPOMs” platform as soon as possible (within three hours of the initial concern) noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be electronically dated and signed and will include the action taken. If there is a power cut, staff should use the traditional pink form notifying the DSL/DDSL without delay, ensuring that as soon as power has resumed, the information is transferred onto the “CPOMs” platform. Please refer to section 9 of this policy – Records and information sharing for further information.

If you have a concern that needs to be escalated to Social Care, this can be done so by telephoning 0300 123 4043 a Family Adviser who will discuss with you and help identify the right services that will help to meet the family's needs.

- NSPCC Child Protection Helpline on 0808 800 5000
- Police on 999 or
- Childline on 0800 111 (free)

## **7. Training**

The Designated Safeguarding Leads (and deputies) undertake Level 3 child protection training at least every two years and their knowledge and skills will be refreshed at least annually. All staff members and governors receive appropriate child protection training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. All training is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff, governors, volunteers and third-party contractors.

Safer Recruitment training is available to all relevant staff and Trustees who are involved in the recruitment process. The schools ensure that the Designated Safeguarding Leads (and deputies) also undertake training in inter-agency working and other matters as appropriate

Induction Training – this is mandatory and includes.

- Keeping Children Safe in Education (DfE, 2025) – including the Role of the Designated Lead
- Behaviour, Anti-bullying & Exclusion Policy
- Safeguarding & Child Protection Policy (including response to children missing in education),
- Code of Conduct Policy
- Harmful Sexual Behaviour & Child-on-Child abuse
- Online Safety and Data Security Policy
- Safe Touch and Physical Intervention Policy
- Whistleblowing Policy

## **8. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities. Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a ‘need to know’ basis only and where it is in the child’s best interests to do so.

*“The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children”*

*Keeping Children Safe in Education (DfE, 2025)*

## 9. Records and information sharing

Well-kept records are essential to good child protection practice. Our Trust is clear about the need to record any concern held about a child or children within our schools and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and/or exploitation, and in prompting children's welfare, including their educational outcomes.

Chess Valley Primary Learning Trust has clear powers to share, hold and use information for these purposes. Similarly, human rights concerns (please refer to KCSIE 2025), such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse, neglect and exploitation. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

The DfE has produced guidance for schools, which will help CVPLT Trust staff, Trustees and LAB Members understand how to comply with the [data protection law](#).

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, neglect or exploitation, will log via our online reporting system as soon as possible but within three hours of the initial concern, CPOMs, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be electronically dated and signed and will include the action taken. All CPOMs logs will be reviewed by the Designated Safeguarding Leads (or deputies), who will decide on appropriate action and record this accordingly.

Details of how the concern was followed up and resolved and notes of actions taken, decisions reached and the outcome will be entered into CPOMs. If a power cut or internet outage is experienced across any of the academies within the CVPLT Trust, Paper will be used to record any incidents. Details are then to be transferred onto CPOMs once power/internet access has been restored, the paper will then be destroyed in accordance with the Trust Retention Schedule.

Any records relating to child protection will be stored electronically. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/educational setting. In line with statutory guidance, where a pupil transfers from our schools to another educational provision, their child protection records will be forwarded to the new educational setting.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Any paper-based files will be marked 'Strictly Confidential' and for the attention of the receiving school's Designated Safeguarding Lead, via signed for or recorded first-class post, so it can be returned to us if it goes astray. All electronic files will be forwarded to receiving the school's DSL. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins the school, if no records are received, we will request child protection records from the previous educational establishment.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school. Information should be kept confidential and stored securely (using the CPOMs online system).

Records should include:

- A clear and comprehensive summary of the concern, names of other data subjects should not be included, only referring to others by the initials and year group;
- details of how the concern was followed up and resolved utilising the pre-agreed Trust headings, and
- a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead (or deputy).

### **Transfer of Child Protection Records**

Keeping Children Safe in Education (DfE, 2025), sets out that transfer of the child protection file falls under the role of the Designated Lead as per guidance outlined in KCSIE 2025.

*'Where children leave the school, the DSL is to contact the receiving schools DSL prior to the file being electronically transferred. An email to the receiving schools' DSL should be issued to ascertain what electronic system is in use at the receiving schools. If the receiving schools does not use CPOMs, all files are to be downloaded as a PDF and password protected and forwarded to the receiving school's DSL only. All files / information must be shared with the receiving school within five school days. A follow-up call / email should be made on day six to ensure the receiving school is in receipt of all information.'*

*In addition to the Child Protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives'*

There is a joint responsibility when a child starts at a new educational setting to ensure the receiving setting has all existing child protection records. When a setting admits a new pupil, they must always check with the previous one whether there are any child protection records to transfer. However, it is also the responsibility of the original school to ensure any records are transferred to the new school.

Whenever a file is transferred, schools should retain evidence of the transfer of the record and request confirmation of receipt of the file (Appendix F). Once evidence of receipt at the new setting has been received, any copies of the paperwork held at the previous setting should be destroyed.

### **10. Interagency working**

It is the responsibility of the Designated Safeguarding Lead to ensure that the schools are represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan (CIN), the Designated Safeguarding Lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case, the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

### **11. Allegations about members of the workforce, organisations or individuals using school premises (see also the Disciplinary & Dismissals and the Employment Reference policies)**

All staff members, contractors, third-party workers, volunteers and organisations or individuals using school

premises are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction, letting agreement and are outlined in the Staff Handbook, Code of Conduct and Lettings Terms and Conditions. The schools work in accordance with statutory guidance and the SET procedures (ESCB) in respect of allegations against an adult working with children (in a paid or voluntary capacity).

### **Organisations or Individuals using school premises**

CVPLT Trust schools may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purpose of running activities for children (for example, community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, the Headteacher should follow CVPLT safeguarding policies and procedures, including informing the LADO.

### **Allegation(s) relating to low level concerns about staff behaviour**

*Allegations* or concerns about an adult working in the school, whether as a teacher, supply teacher, other staff, volunteers or contractors.

At CVPLT, we recognise the possibility that adults working in the school may harm children (including Trustees, LAB members, third-party workers, volunteers, and contractors). All school-based employees, contractors, third-party workers and volunteers are responsible for safeguarding pupils and promoting their welfare. This means that all “workers” are expected to bring to the attention any suspected concerns around the safeguarding of pupils or any breaches of our Trust policies using the following reporting lines: any concerns about staff go to the Headteacher without delay, any concerns about the Headteacher should go to the DCEO/CEO, concerns about DCEO and central team go to the CEO [ceo@chessvalleyplt.org.uk](mailto:ceo@chessvalleyplt.org.uk) A concern about the CEO should go to the Chair of Trustees.

Concerns may come from various sources, for example, a suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The individual to whom the concern is being reported to has to decide whether the concern is an allegation or a low-level concern. The term ‘low-level’ concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### **Allegations**

It is an allegation if the person\* has:

- behaved in a way that has harmed a child or may have harmed a child and/or.
- possibly committed a criminal offence against or related to a child and/or.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school that provides education for children under 18 years of age, including supply teachers, third-party workers, volunteers and contractors.)

Allegations should be reported to the LADO without delay. Before contacting the LADO, we will conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO’s role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children’s Social Care, the school, or a combination of these.

### **Low-level Concerns**

Concerns may be graded low level if the concern does not meet the criteria for an allegation, and the person\* has acted in a way that is inconsistent with the staff Code of Conduct policy, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- Being overly friendly with children.
- having favorites.
- taking photographs of children on their mobile phone contrary to school policy.
- engaging with a child on a one-on-one basis in a secluded area or behind a closed door; and
- humiliating pupils.

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously.
- to the individual involved and any witnesses.

Reports about supply staff, third-party workers and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, utilising the Trust template, to include:

- name\* of individual sharing their concerns.
- details of the concern.
- context in which the concern arose.
- action taken.

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible, but this may not always be possible).

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. CVPLT will retain information relating to any investigation/allegation for the period stated in the Trust's Retention Schedule.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again. The Headteacher will maintain an overview of this, stored confidentially.

In any case, giving rise to safeguarding concerns, the matter(s) will be dealt with under our child protection procedures (following our Safeguarding & Child Protection Policy). Matters will be dealt with by the DSL (or Headteacher in the case of concern about the conduct of a staff member) and recorded in line with our procedures and systems. In cases where the concern is related to the Headteacher, this will be escalated to the DCEO/CEO.

SET procedures (ESCB, 2025) require that, where an allegation against a member of staff is received, the Headteacher, Executive Headteacher or the Chair of Trustees must inform the Local Authority Designated Officer (LADO) in the Children's Safeguarding Team within 24 Hours. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

Staffing matters are confidential, and the school operates within a statutory framework around Data

Protection/UK General Data Protection Regulations (UK GDPR).

### **12. Use of reasonable force**

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our schoolworks in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

### **13. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the schools or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct policy and or this Safeguarding & Child Protection Policy.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Trust Policy.

### **14. Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A booklet for young witnesses aged 5 to 11 that explains what a witness does, what a courtroom looks like and who can help the child tell the court what they know can be found here: [Going to court](#).

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an [online child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **15. EYFS specific**

## **SAFEGUARDING**

### **INTRODUCTION**

- This section of the policy outlines statutory safeguarding requirements under the Early Years Foundation Stage (EYFS) framework effective from 1 September 2025. It ensures compliance with DfE guidance and promotes the welfare of all children.

### **SAFER RECRUITMENT**

- - Obtain and verify two independent professional references before employment.
- - Use DfE reference templates.
- - Maintain records of recruitment checks.
- - Ensure all staff meet suitability criteria.

### **DESIGNATED SAFEGUARDING LEAD (DSL)**

- - DSL responsible for safeguarding oversight, referrals, and staff training.

- - DSL must complete advanced safeguarding training and refresh annually.

### **ATTENDANCE MONITORING**

- - Record daily attendance.
- - Follow up unexplained absences promptly.
- - Retain multiple emergency contacts per child.
- - Escalate concerns to DSL and external agencies if patterns emerge.

### **ALLERGY & CHOKING PREVENTION**

- - Collect allergy and dietary information at admission.
- - Implement safe food preparation and supervision protocols.
- - Children must be seated upright during meals, no distraction

### **PRIVACY DURING PERSONAL CARE**

- - Balance privacy and safeguarding during nappy changing and toileting.
- - Maintain visibility while respecting dignity.

### **PAEDIATRIC FIRST AID (PFA)**

- - All staff counted in ratios must hold valid PFA certificates.
- - Students/trainees must complete PFA before inclusion in ratios.

### **WHISTLEBLOWING**

- - Provide clear internal and external reporting routes.
- - Protect whistleblowers from retaliation.

### **SAFEGUARDING TRAINING**

- - Follow Annex C criteria for training content, delivery, and frequency.
- - Refresh safeguarding training at least every two years (annual recommended).

### **EMERGENCY CONTACTS**

- - Maintain at least two emergency contacts per child.
- - Update records termly.

### **NUTRITION GUIDANCE**

- - Follow new DfE nutrition standards unless medically exempt.
- - Document menus and allergy accommodations.

## **RECORD-KEEPING**

- - Maintain logs for absences, recruitment checks, training, PFA certificates, and safeguarding incidents.

## **FAMILY COMMUNICATION**

- - Share safeguarding policy and attendance expectations with parents.
- - Provide channels for raising concerns.

## **POLICY REVIEW**

- - Review annually or sooner if statutory changes occur.

## Appendix A: Chess Valley Primary Learning Trust – Trust specific information

As a Trust, we are committed to safeguarding all children and we aim to create a culture of vigilance. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse.

Our schools therefore will:

- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk and are listened to.
- Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty.
- Ensure pupils receive the right help at the right time to address risks and prevent issues escalating.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to recognise when they are at risk from abuse and how to get help when they need it. We will help them to develop healthy and safe relationships as well as support their own evaluation of risk to themselves.
- Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Protect children from harm and ensure that they are taught in a way that is consistent with the law and our values and to promote respect for all others including prevention from radical and extreme views.
- Facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.
- Provide a curriculum which actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations.
- Recognise that children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms.
- Make parents/carers aware of the school policies and practice for safeguarding and ensure that, wherever possible, every effort will be made to establish open and honest effective working relationships with parents and colleagues from partner agencies.
- Ensure staff are aware of the increasing issue of contextual safeguarding, and the impact this has on families.
- Hold termly meetings for all DSLs in the Trust to explore ways to improve processes, ensure consistency and provide robust safeguarding systems; and
- Ensure that Trustees are given regular updates about all safeguarding matters and that they provide challenge to ensure that processes are rigorous and support vulnerable children in the most effective way.

Our schools will support pupils through:

- The curriculum to encourage our pupils to stay safe, develop healthy relationships, self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of the school's behaviour management policies.
- A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable, but s/he is valued.
- Regular liaison with other professionals and agencies who support the pupils and their families.
- A commitment to develop open and honest and supportive relationships with parents, with the child's best interest as paramount.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that children with behavioral difficulties and disabilities are most vulnerable to abuse,

so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.

- Recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.
- Ensure that partners meet their statutory duties in relation to children returning from missing episodes where child sexual exploitation/child criminal exploitation is a potential or known risk factor.
- Evaluate the impact of training with a focus on how it makes a positive difference to keeping children and young people safer.
- Keep Child in Need (CIN), Child Protection and Looked After Child (LAC) plans under robust review to ensure that children are not left vulnerable when circumstances change.
- Ensure that multi-agency interviews are arranged when children return following “absences from education” if the child is known to Social Care; and
- Update staff on risk factors related to Female Genital Mutilation (FGM) regularly and ensure that any long period of absence request is referred to the Executive Head Teacher (EHT) (reference should be made to the Trust's Attendance Policy).

If a child transfers into the school mid-year, the DSL should speak to the current school's safeguarding lead prior to the pupil arriving and discuss any ongoing concerns or safeguarding issues, ensuring that any safeguarding information is received within five school days.

Records of conversations with children and parents should be kept with times and dates. Pupils for whom English is not their first language or who have communication difficulties should be aided in their communication by an interpreter and/or a specialist adult who knows the child well. Members of the family should never be used to translate in these cases.

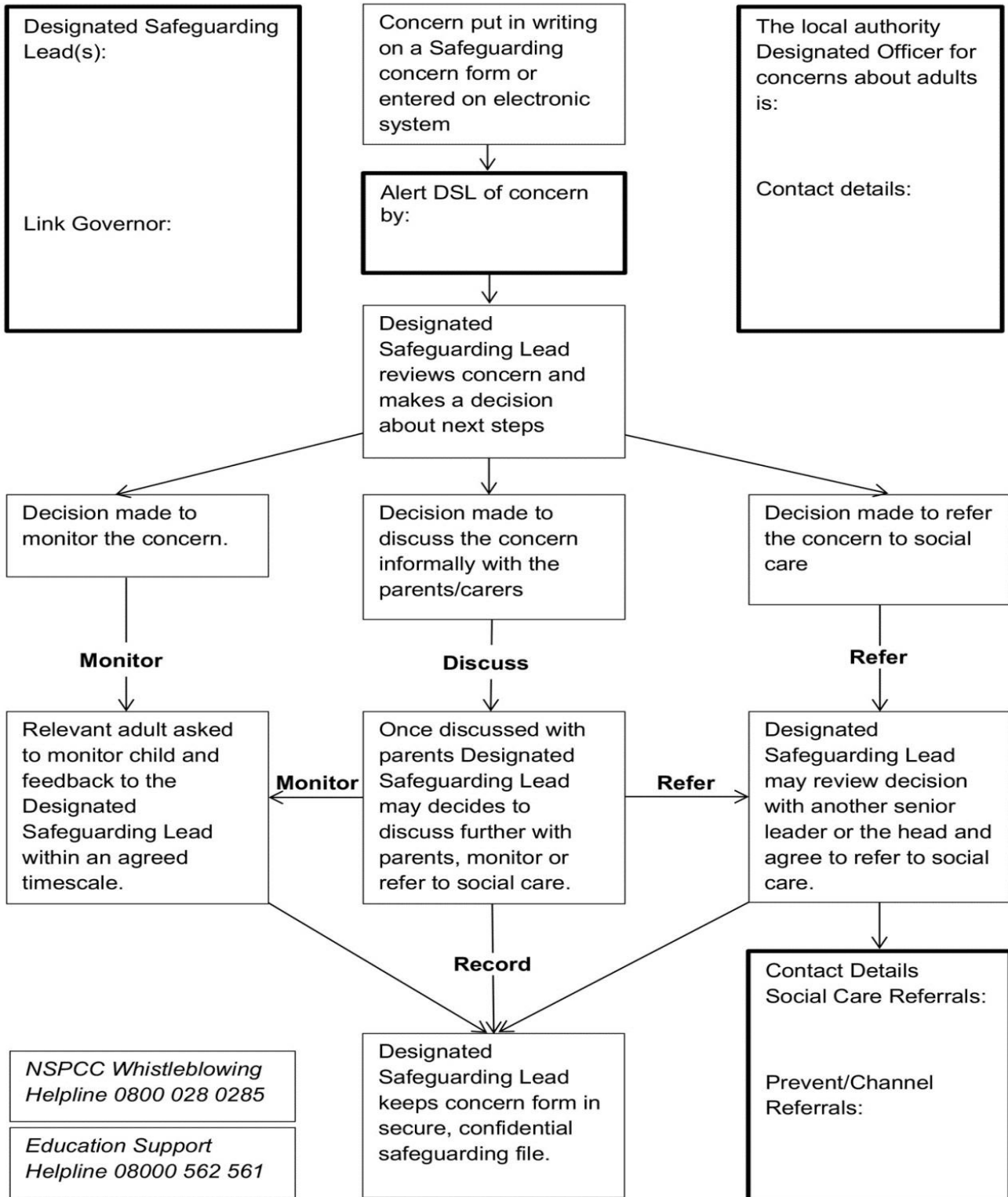
Our schools may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. All behaviour is a form of communication, and the child's needs must be fully investigated and considered.

#### **Policy for the use of mobile phones, cameras and other digital devices at CVPLT Academy Trust**

- Staff must secure their personal mobile phones and other devices during the school day in a locker or in a closed bag in a cupboard. All phones and other personal devices must be turned off during the school day.
- Telephones in the main school offices should be manned between 8.30am and 3.30pm so that urgent messages for staff can be passed on quickly.
- Mobile phones can be checked in the staff room at breaktime, lunchtime or after school.
- Once all children have left the building, staff can have their mobile phones turned on and with them.
- All telephone contact with Parents/Carers from the school must be made on the school telephone and not on personal phones or from home.
- During group visits off the school site, staff may carry their own phones in bags but they should only be used in emergencies.
- Staff must NOT use any personal devices to take photographs.
- No parent is permitted to use their mobile phone whilst inside the school building or on the site. All devices should be turned off. Instructions about this will be given out at the start of school events with reminders as necessary.
- Visitors to the school must turn off their phones on entering the building. If a contractor requires an electronic device to work in school, then an appointment must be made in advance with an appropriate member of the office or site staff.

**Appendix B Child protection flowchart on how to raise a concern about a pupil**

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## **Appendix C - Additional Safeguarding arrangements during periods of remote learning (where applicable)**

During periods of remote learning, we will assess the needs of all our pupils and put in place plans to support them and their families. The plans will include an education offer and arrangements to support pupils with their safety and wellbeing. Where appropriate, the plans will include actions and interventions from other agencies, we will continue to work with partners to provide an appropriate level of support. The plans will be regularly reviewed to ensure they reflect pupil needs and will be updated accordingly to ensure appropriate support is in place.

Upon the return to full opening, our usual Safeguarding & Child Protection Policy applies.

We have a robust risk assessment in place and will continue to regularly review this and update it as required. This review process will consider whether current plans and protective measures are:

- effective
- working as planned
- updated appropriately, considering any issues identified and changes in public health advice

Keeping pupils and teachers safe during remote education is essential. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use; and
- school staff their child will interact with.