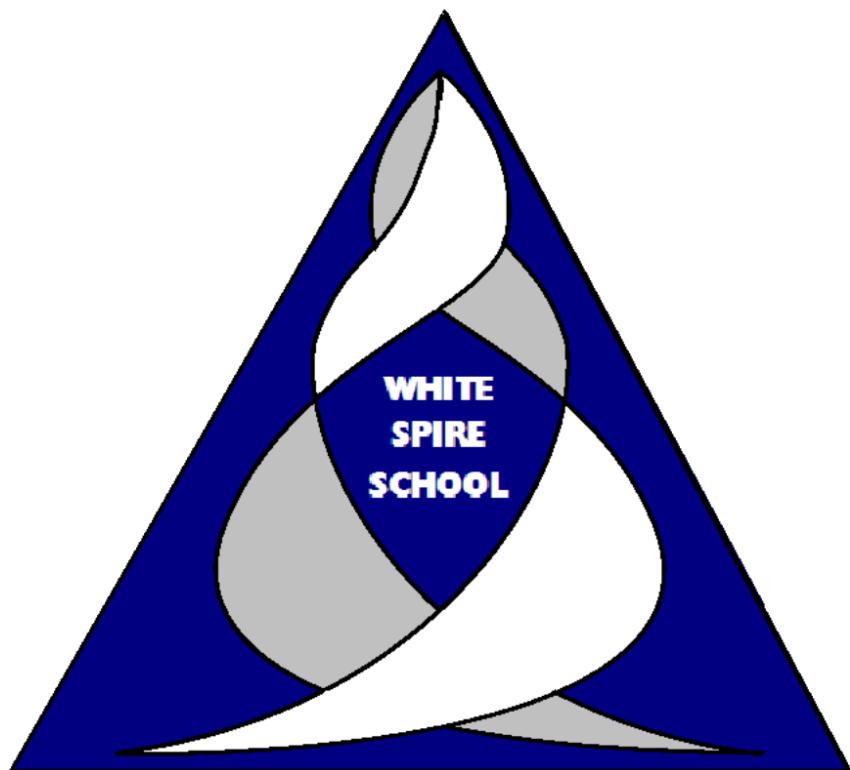




Child Protection Policy

White Spire School



Written by:	M Bartle
Last reviewed on:	Sept 2025
Next review due by:	Sept 2026



Contents

1.	Key Contacts	3
2.	Flow chart	4
3.	Contacts and further information	5
4.	National support	6
5.	Introduction and Ethos	7
6.	Definition of safeguarding	7
7.	Context	8
8.	Related safeguarding policies	8
9.	Key Responsibilities	10
10.	Recognition of types of abuse and neglect	12
11.	Safeguarding and Child protection procedures	13
12.	Record Keeping	15
13.	Information Sharing and Confidentiality (GDPR)	15
14.	Early Help	17
15.	Multi Agency Working	17
16.	Complaints	18
17.	Staff induction, training and awareness	18
18.	Safer Recruitment	21
19.	Allegations against members of staff including supply staff, volunteers and Persons of Trust	22
20.	Children with special educational needs and disabilities	23
21.	Allegations against pupils and child on child abuse	24
22.	Schools and Monitoring systems	25
23.	Alternate provision	25
24.	Gangs, county lines, violent crime and exploitation	26
25.	Contextual Safeguarding	26
26.	Sexual Violence and Sexual Harassment	26
27.	Curriculum and staying safe	26
28.	Other Policies	27
29.	The use of school premises by other organisations	27
30.	Extended school and trips	27
31.	Site Security	27
32.	Monitoring	28
33.	Local Priorities	28
34.	Appendices	29

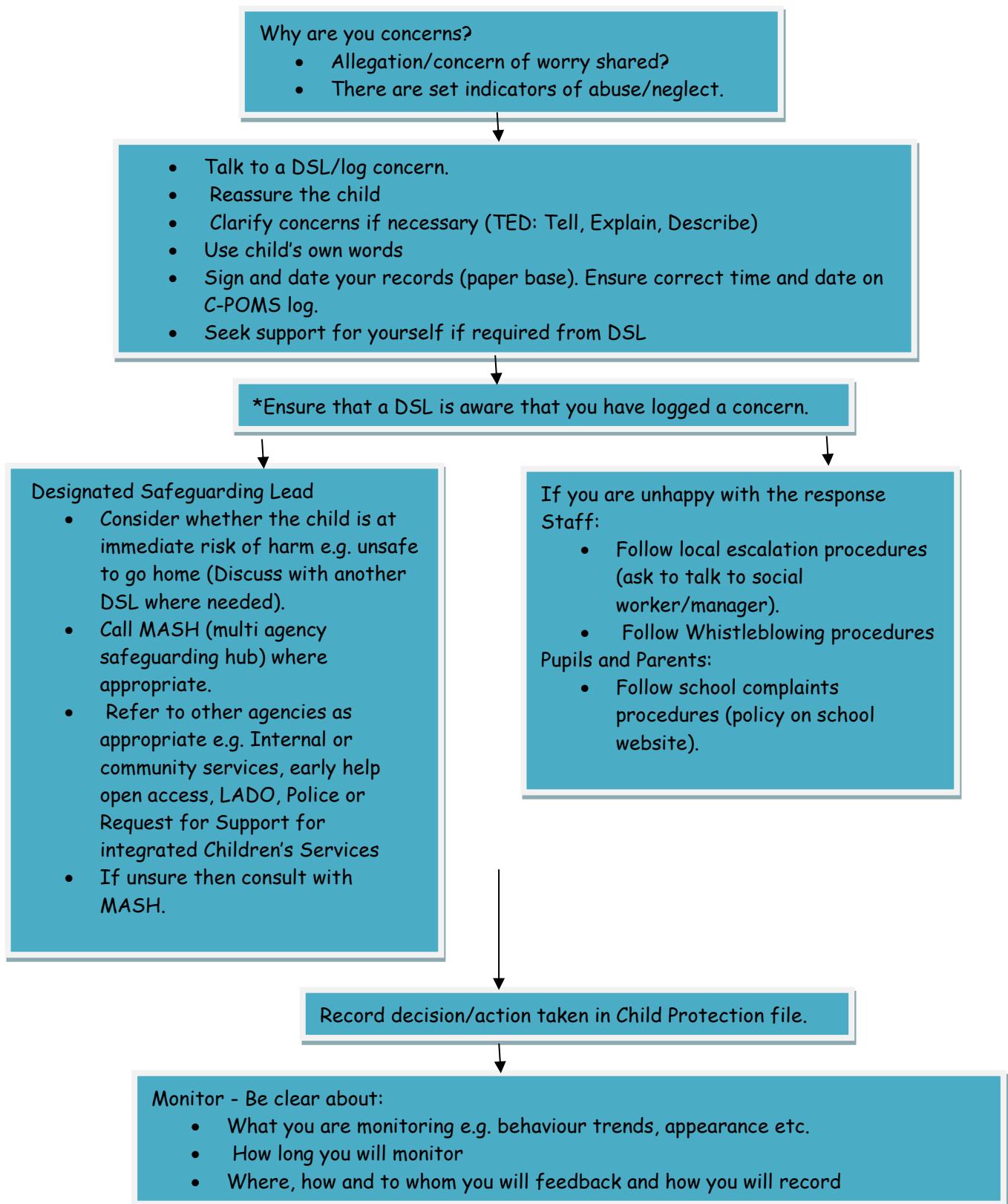


1. KEY CONTACTS in school/setting

Name	Role	Contact details
Headteacher	Michelle Bartle	01908 373266
Chair of governing body	Shanie Jamieson	01908 373266
Designated safeguarding lead (DSL)	Anton De Beer	01908 373266
Out of hours contact for DSL	Safeguarding Team	safeguarding@whitespire.milton-keynes.sch.uk
Deputy DSL	Michelle Bartle	01908 373266
Other members of the safeguarding team (DSLs')	Sophie Lunnon Sally Elton Karen Richards Laura Halsey Katie Marlborough	01908 373266
Prevent lead	Anton De Beer	01908 373266
Child sexual exploitation lead	Anton De Beer	01908 373266
Child Looked After/ Previously Looked After	Anton De Beer	01908 373266
Mental health lead	Anton De Beer	01908 373266
Designated governor for safeguarding	Tanya Stevens	01908 373266
Designated governor for mental health and well being	Tanya Stevens	01908 373266
Safer recruitment governor	Shanie Jamieson	01908 373266



2. Flow Chart





3. Contacts and further information

To make a referral or consult Children's Services regarding concerns about a child:

Multi-Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

Email: children@milton-keynes.gov.uk

For allegations about people who work with children:

Contact the MASH as above

Or:

Local Authority Designated Office (LADO)

Tel: 01908 254370

Email: lado@Milton-keynes.gov.uk

If in doubt - consult.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council

Multi Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

Email: children@milton-keynes.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999

For further support/on safety tools please see www.mktogether.co.uk

Vulnerable adult: 01908 252835 (safeguardingadults@milton-keynes.gov.uk)

or out of hours emergency contact 01908 725005

Adult Alert: <https://www.milton-keynes.gov.uk/adult-social-care/safeguarding-adults-and-children/worried-about-adult>

NSPCC Whistleblowing Advice Line

Tel: 0800 028 0285

Email: help@nspcc.org.uk



4. National support

Support for staff

- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Samaritans 116 123
- See further details on the schools mental health policy

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadvicepline.org.uk
- Mankind: www.mankindcounselling.org.uk
- Domestic abuse services: www.domesticabuseservices.org.uk

Honour based Violence

Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk



Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- True Vision: www.report-it.org.uk

5. Introduction and Ethos

At White Spire School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all of our students. Safeguarding is everybody's responsibility. White Spire School is committed to ensuring that all our children and young people are safe and feel safe; that children/parents/carers and staff are able to talk about any child protection/safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm.

The purpose of a safeguarding and child protection policy is to:

- inform staff, parents, volunteers and governors about the school's or settings responsibilities for safeguarding children
- enable everyone to have a clear understanding of how these responsibilities should be carried out.

6. Definition of safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, 2022)

Safeguarding and promoting the welfare of children includes:

- 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 the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children



- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework (Working together to safeguard children)

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

The child protection policy is part of several policies that relate to White Spire School and its safeguarding responsibilities. It also provides clear guidelines to support staff and students. All staff are aware that not following the schools safeguarding procedures and policies can put children and staff at risk.

7. Context

Section 175 of the Education Act 2002 requires school governing boards, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
<https://www.legislation.gov.uk/ukpga/2002/32/section/175>

This policy has been developed with reference to statutory responsibilities and takes account of national guidance and local inter-agency procedures as follows:

- Keeping Children Safe in Education, 2025
- Working together to safeguard children
- Information Sharing: Advice for practitioners, 2024
- Data protection toolkit for schools
- Data protection: toolkit for schools - GOV.UK

8. Related safeguarding policies

- MK Together: www.mktogether.co.uk
- Multi-agency statutory guidance on female genital mutilation:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Guidance for schools and collages on children sharing nudes/semi-nudes.
[https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#:~:text>All%20members%20of%20staff%20in,the%20setting's%20child%20protection%20policy.](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#:~:text>All%20members%20of%20staff%20in,the%20setting's%20child%20protection%20policy.)
- Child sexual exploitation: definition and guide for practitioners 2017:
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>



The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to)

- Bullying (including cyberbullying)
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Health and wellbeing
- Missing children and adults
- Online safety
- Child-on-child abuse (peer-on-peer)
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual Violence and Sexual Harassment
- Voyeurism and Upskirting
- Youth produced sexual imagery or "Sexting"-sharing nudes/semi-nudes
- Contextual Safeguarding

(Also see Annex A within 'Keeping Children Safe in Education' 2025)



It is also recognised that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore the safeguarding and child protection policy should be read in conjunction with the policies listed below:

- Anti-bullying policy
- Behaviour for Learning
- Positive handling and restraint policy
- E-Security
- Online Safety
- Staff Code of Conduct
- Health and Safety
- Equality policy and Diversity
- Complaints policy
- PREVENT
- Whistleblowing
- Mental health and Wellbeing policy
- Keeping Children Safe in Education, DfE, 2025
- What to do if you're worried about a child being abused: Advice for Practitioners (DfE, 2015)
- Staff induction policy
- Health and Safety policy
- CSE/CCE policy
- Children missing in education policy
- Children Looked-after/ Looked-after and previously looked-after children policy
- Levels of need when working with children and families (MKSb)
- Intimate care policy
- PSHCE policy
- Sexual Harassment and Violence policy
- Low Level Concerns policy
- Working together to safeguard children

Staff that are new to White Spire School will receive a mandatory induction to familiarise themselves with the school's policies and procedures. Please see staff induction policy.

9. KEY Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

a. Designated Safeguarding Lead (DSL) and deputies.

White Spire School has appointed a member of the leadership team (Anton De Beer, Deputy Head) as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.



All DSL's at White Spire School will undergo appropriate and specific training to provide us with the knowledge and skills required to carry out their role which includes PREVENT awareness training. The DSL and all deputy DSL's training will be updated formally every two years, but our knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

All Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility cannot be delegated.

Designated Safeguarding Lead

It is the role of the DSL to:

- act as the central contact point for all staff to discuss any safeguarding concerns
- maintain a confidential recording system for safeguarding and child protection concerns
- coordinate safeguarding action for individual children
- in the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are or have experienced with staff
- liaise with other agencies and professionals
- ensure that locally established referral procedures are followed as necessary
- represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- manage and monitor the school's role in any multi-agency plan for a child.
- be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2025)

Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from early help
- understand the early help process and their role in it
- understand your schools safeguarding policies and systems
- undertake regular and appropriate training which is regularly updated
- be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989
- know what to do if a child tells them that he or she is being abused or neglected
- know how to maintain an appropriate level of confidentiality
- be aware of the indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may be in need of help or protection.

For further information refer to Part One of KCSIE 2025 and Annex A



Children and Young People

Children and young people (pupils) have a right to:

- contribute to the development of school safeguarding policies
- receive help from a trusted adult
- learn how to keep themselves safe, including online.

Parents and Carers

Parents/carers have a responsibility to:

- understand and adhere to the relevant school/policies and procedures
- talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches
- identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website <https://whitespireschool.org.uk/>

Governing Boards

The school has a nominated governor for safeguarding (Tanya Stevens). The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The Governing Board, Headteacher and Leadership Team will ensure that the DSL is properly supported in their role.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education (2025) which governors will have read and must follow. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

Quality assurance of safeguarding in school

The DSL and headteacher will provide an annual report to the Governing Board detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

10. Recognition of types of abuse and neglect

All staff at White Spire School are aware of the definitions and indicators of abuse, neglect and exploitation. Staff take part in regular training updates. There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.



The warning signs and symptoms of child abuse, neglect and exploitation can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

Parental behaviours' may also indicate child abuse, neglect and exploitation, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

11. Safeguarding and Child protection procedures

Local child protection procedures

White Spire School is aware of and compliant with local child protection procedures.

Local procedures include detailed chapters on

- what to do if you have a concern
- how to make a referral
- safer recruitment guidance
- managing allegations against staff - Local Authority Designated Officer (LADO) guidance
- additional guidance on more specialist safeguarding topics.

Milton Keynes Safeguarding provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- the stages of intervention from early help to child protection and the criteria that define these
- when and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

White Spire School recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews.

Disclosures

If a child /young adult makes a disclosure, staff should:

- Make a full record of the disclosure using the school's C-POMS system. All information must be factual and recorded in the child's/young adults own words. Any original notes with information on concerning the disclosure, must be handed to the Designated Lead. **YOU MUST NOT DESTROY THESE!!!** These notes will be scanned and added to the C-POMS system.



- You must alert the Designated Lead immediately and directly to a concern.
- Staff who do not have access to C-POMS are to complete a Welfare Form/Cause of Concern and hand this to the Designated Safeguarding Lead immediately.
- At White Spire School we are aware that a young person may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. They may feel embarrassed, humiliated or threatened due to their vulnerability, disability, and sexual orientation and/or language barriers. If staff have any concerns, they should talk to a DSL who can further support and provide advice and guidance. Such concerns will be also noted of C-POMs to help establish patterns/support with monitoring.

Managing referrals and cases at White Spire School (Appendix 2-MARF)

At White Spire School we will

- Refer all cases of suspected abuse, neglect and exploitation to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) and the Police (cases where a crime may have been committed).
- Liaising with the Headteacher to inform him of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA)/looked-after child (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of child looked-after/looked after children's social workers and the name of the virtual school headteacher in the authority that is responsible for the child.

Adult referral

At White Spire School, pupils above 18 years old will come under adult services. If staff have a concern, they must follow this up using the schools Child Protection procedures and report any concerns to the designated leads.

The designated leads will follow up any concerns with the allocated social worker (if applicable). If there is a concern about an adult being at risk of abuse and they are in immediate danger, the school will ring 999 (in consultation with young adult). If there is no immediate danger, the concern will be reported to Milton Keynes Council Adult Social care by completing an alert form.

<https://www.milton-keynes.gov.uk/adult-social-care/safeguarding-adults-and-children/worried-about-adult>



This policy applies to all adults, including volunteers, working in or on behalf of White Spire School. All staff including agency and volunteers are made aware of the schools safeguarding policy and must provide the school with a copy of their safeguarding certificate.

12. Record Keeping

If a child has made a disclosure, the member of staff/volunteer should:

- Make a record of the date, time and place of the conversation, as soon as possible on C-POMS/welfare concern form. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour.
- Not destroy the notes in case they are needed by a court. These notes are to be scanned onto C-POMS.
- Record factual statements and observations rather than interpretations or assumptions.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Incident/Welfare paper concern forms are kept on shared drive. Paper copies are scanned onto the C-POMS system.

Any electronic records are protected and can only be accessed by the Designated Safeguarding Leads. The school records information via C-POMS and confidential information can only be accessed by the Designated Safeguarding Leads. Staff are aware and have received training on the recording of Child Protection issues and that these must be recorded immediately.

When a pupil leaves the school, we will ensure that the child protection file is transferred securely to the new placement as soon as possible (within 5 working days). Where appropriate, information may be shared in advance which would support a child when they arrive at their new placement. All records are to be kept and not destroyed until further notice as per Milton Keynes Child Protection Record Keeping Guidance for Schools (including transfer, storage & retention).

If the school has not received incoming pupil's files within 5 working days, we will contact the previous placement and request any missing files.

13. Information Sharing and Confidentiality (GDPR)

As a school, we understand that importance of sharing information with the agencies to support early help and to be proactive with identifying and respond to risks or concerns about the safety and welfare of children.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (Working together to safeguard children).



In set cases where there is no increased risk of harm, the Designated Safeguarding Leads will gain consent to share information. If gaining consent increases the risk of harm, information will be shared without consent and a record made of what information, why it was shared and who this information was given to. Sharing information for safeguarding purposes is treated as 'special category personal data'. This allows us to share information without consent where there is a good reason to do so and will enhance the safeguarding of in a timely manner but it is not possible to gain consent, not reasonably expected to gain consent or to gain consent would put the young person at risk.

At White Spire School safeguarding and promoting the welfare of children is **everyone's responsibility**. All staff work with professionals and families to ensure that our approach is child centred. Staff are extremely vigilant in ensuring that the child's best interest is adhered to at all times.

Staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Lead of Safeguarding as soon as possible and the child should be told who their disclosure will be shared with.

All staff at White Spire School will reassure victims that they are taken seriously and they will support them and keep them safe.

Staff should make a record of the information on the schools C-POMS system. Any original notes should be handed to the Designated Safeguarding Lead to be scanned and added to the C-POMS file. Once there has been a disclosure made staff need to inform the safeguarding leads immediately.

The record must be a factual statement and observations rather than interpretations or assumptions with the time and date recorded. It should be recorded in the child's own words along with any observations on what has been seen and any noticeable non-verbal behaviour. This record must be dated and signed

Staff will be informed of/can approach the Designated Leads for relevant information in respect of individual cases and what action has been taken by the Designated Lead. Information regarding child protection will be shared on a 'need to know bases only. All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released does not compromise evidence.
Data Protection guidance for schools (2024)



14. Early help

All staff have a responsibility to recognise children who may benefit from early help. All children that attend White Spire School have been identified as Section 17 (Children Act 1989). All children who attend White Spire School have an EHCP in place which identifies provision needed for individual needs. As a school all children have access to:-

- Smaller classes
- Higher pupils to staff ratio
- Interventions according to individual needs
- Specialist staff
- Working with parents/carer's
- Working with key agencies to provide additional support

Staff will work with the designated safeguarding lead to identify when a child/family is in need of early help. Early help support will also include pupils who frequently go missing/multiple suspensions/at risk of permanently exclusion/alternate provision/parent or carer in custody. There will be active monitoring and feedback for any ongoing or escalating concerns. The school will work in collaboration with other agencies/early help team to support pupils and their families with early interventions. Where early intervention does not appear to be working or getting worse, we look to seek further advice and/or refer to MASH.

Keeping children safe in education (Sept 2025).

Working together to Safeguard Children

All staff are trained and aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect and their indicators.

See appendices

15. Multi Agency Working

White Spire School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. White Spire recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships relevant professionals in other agencies.

The headteacher will be inform or ongoing enquiries under section 47 of the Children Act 1989 and police investigations. As per the school's behaviour policy, intimate searches will **NOT** be carried out at White Spire School. If there are further concerns, the school will notify the parents/carers/police/MASH where suitable for further support.

An appropriate adult will always be present to advice, support and assist a young person during police investigation. Parent/carer's/social workers will also be contacted for further support.



16. Complaints

The school has a Complaints Procedure available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found on the school web site.

<https://whitespireschool.org.uk/school-policy-documents>

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in accordance to the school policy.

17. Staff induction, training and awareness

All members of staff have been provided with a copy of Part One and annex A of KCSIE (2025) which covers Safeguarding information for all staff. School leaders and governors will read the entire document. Members of staff have signed to confirm that they have read and understood the document that they have read.

Staff

All staff (teaching and non-teaching) are offered appropriate level of training and must undergo refresher training yearly. At White Spire School, all staff are required to complete annual safeguarding training updates. All staff will have regular in-house updates to provide them with the relevant skills and knowledge to safeguard effectively.

All governors will take part in an induction period and will complete key safeguarding and child protection training (including online safety). Governors will receive regular updates throughout the year.

The Designated Leads will ensure that the child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with local safeguarding procedures.

New Staff

New staff will undertake a school induction which includes Safeguarding. All staff and volunteers must log and sign to say they have read and understood the safeguarding element of the Induction. All new staff receive a copy of Keeping Children Safe in Education Part 1 & Annexe A 2025. They sign to say they have read, understood and will implement these guidelines.

The Headteacher, in conjunction with the Designated Leads for Safeguarding, will provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues.



Raising Awareness

At White Spire School the Designated Safeguarding Leads work alongside staff to ensure that the school's Child protection policies and procedures are known, understood and used appropriately. Parents may review the schools Child Protection policy along with other information on the school's website. Parents are made aware by a designated lead if a referral is made unless advised otherwise by MASH.

The designated lead ensures that the school's safeguarding and child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, working with the school's governing board regarding this.

As a school, we link with other professionals to ensure that staff are aware of training opportunities and the local policies.



All staff responsibilities

All staff will receive mandatory Child Protection training and regular updates that will include:

- Any relevant policies/procedures
- Staff code of conduct and safe working practices
- Keeping children safe in education 2025
- What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
- Information about the signs and indicators of abuse and neglect
- Information regarding child sexual exploitation, female genital mutilation and Prevent
- Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of Keeping Children Safe in Education, 2025. Staff and leaders working directly with children and young people must also read Annex A.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.
- Bullying including Cyber Bullying
- Children Missing in Education
- Child Missing from Home or Care
- Child Sexual Exploitation (CSE)
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting/youth produced imagery/ nudes/semi-nudes
- Trafficking
- Online safety
- PSHCE POLICY
- Children in the court system
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- County lines
- Homelessness
- Honour-based abuse/Forced Marriage
- Female Genital Mutilation (FGM)
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment
- Voyeurism and Upskirting



Staff that are new to White Spire School will receive a mandatory induction to familiarise themselves with the school's policies and procedures. Please see staff induction policy.

Safe working practices

All members of staff within White Spire School are required to work within clear guidelines within the school's Code of Conduct Policy. Staff are aware of and should follow set policies that are in line with pupil's behaviour, electronic communication and the use of social media.

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

Staff to read White Spire School's E-Security/Online Safety policy for more information.

Staff supervision and support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- all staff will be supported by the DSL in their safeguarding role
- all members of staff have regular reviews of their own practice to ensure they improve overtime.
- The DSL will also put staff in touch with outside agencies for professional support further support is needed. Staff can also approach organisations such as their Union.
- DSL's attend weekly supervision session and the LEAD DSL works closely with key staff from MASH and Long Term Team to raise any further concerns.

18. Safer Recruitment

The governing body and school leadership team are responsible for ensuring that the school follows safer recruitment processes in accordance with government requirements and MK together procedures.

As part of the application process, candidates will be informed that within the application form that the school will carry out an online search on them as part of the recruitment process. The school will not accept Curriculum Vitae (CV) alone and will only be accepted alongside a full application form.



These include ensuring that:

- The Headteacher/Principal/Senior Officer, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training
- The Single Central Record of all staff and regular volunteers is kept up to date and includes all the required information
- Written recruitment and selection policies and procedures are in place
- Statutory responsibilities and pre-appointment vetting checks to check staff who work with children are followed
- All governors have enhanced DBS checks and a section 128 check
- Proportionate decisions are made when considering the need for any further checks beyond what is required
- Volunteers are appropriately supervised
- At least one person on any appointment panel is safer recruitment trained
- Individuals who have lived or worked outside the UK must undergo the same checks /as all other staff in schools or colleges.
- Carrying out all appropriate checks for individuals.

White Spire School *is compliant with guidance contained in part 3 of Keeping Children Safe in Education*

Volunteers including governors will undergo checks. Under no circumstance will a volunteer who has not been appropriately checked be left unsupervised.

The school checks the identity of all contractors working on site and requests a DBS with barred list checks where required. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

19. Allegations against members of staff including governors, supply staff, volunteers and Persons of Trust

White Spire School recognises that it is possible for staff, contractors and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. This includes where an individual has behaved or may have behaved in a way that indicates that they may not be suitable to work with children due to transferable risk. Such allegations should be referred immediately to the headteacher or deputy in their absence who will first (and within 24 hours) contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance and to MASH when referring to suspected abuse (KCSIE 2025).

Allegations made against a POT (Person of Trust) outside of school must be referred to www.mktogether.co.uk (LADO) and in accordance with laid down procedures.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.



All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

White Spire School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence and,
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed if they had not left.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school including supply staff and volunteers, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or School's Human Resources provider.

KCSIE, 2025 Part 4: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating the role of the LADO.

We will ensure that we follow the schools and local procedures for concerns and/or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors.

Staff may also report their concerns directly to children's social care or the police if they believe that it is necessary. Staff may also ring for advice from the NSPCC Whistleblowing Advice Line (0800 028 0285).

If a concern does not meet a concerns threshold, staff are to refer to the schools Low Level Concerns policy. At White Spire School, we feel that it is important that all staff feel comfortable in discussing concerns with SLT which may have implications for the safeguarding of children. There is a very clear low level concerns policy and Staff code of conduct policy which supports this.

At White Spire School all cases are looked at individually. Where cases have been concluded and found to be substantiated, we look at the lessons learnt and how we can further develop/support as a school.

20. Children with special educational needs and disabilities

White Spire School is a complex needs school. Staff are trained to recognise abuse, neglect and exploitation and the barriers that can exist. Staff are trained to manage additional barriers and to ensure that children are appropriately safeguarded.



21. Allegations against pupils and child-on-child abuse

White Spire School recognises that Children and Young People can be perpetrators of abuse. As a school we have a zero-tolerance approach to abuse (including online). All reports will be taken extremely seriously. A DSL must be notified immediately.

The different forms child-on-child abuse can take, such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Online child-on-child abuse (There has been an increase in reports on online child sexual child-on-child abuse.
- Abuse in intimate personal relationships between peers;
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

* Staff must not intentionally view any nudes and semi-nudes unless there is good and clear reason to do so. Staff must alert a DSL and the response to incidents should be based on what DSLs have been told about the content of the imagery.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved. If we make the view imagery, the DSL will need to be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- Is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or young person or parent or carer in making a report.
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

If it is necessary to view the imagery then White Spire School will

- Never copy, print, share, store or save them; this is illegal
- To discuss the decision with the headteacher/Deputy head and make sure viewing is undertaken by where possible the senior DSL/headteacher (same sex as the child/young person) with another member of the senior team within the DSL's office (second staff member does not need to view image).
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. The device will be disconnected from Wi-Fi and data and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place.
- (Sharing nudes and semi-nudes, UK Council for Internet Safety/ advice for education settings working with children and young 2020)



- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party or upskirting (which is a criminal offence³⁷), 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; and
- Initiation/hazing type violence and rituals.

Allegations within the school are taken very seriously and dealt with immediately. Where there is reasonable cause to suspect that a child or young person is suffering or likely to suffer significant harm, staff are to inform the Designated Safeguarding Lead. Advice will be sought from the Milton Keynes Multi Agency Safeguarding Hub (MASH) and a referral may be made and police may also be informed.

The safety and welfare of all pupils is paramount, including the victim, the accused and others who are directly or indirectly involved. Parents and carers will be informed at the earliest opportunity. (see sexual harassment and violence school policy).

Within White Spire School, we take several steps to minimise/prevent child-on-child abuse. This includes

- An open and honest environment where children and young people feel safe to share information about anything that is worrying or upsetting them.
- The school's curriculum which reinforces the school's message.
- Gender equality.
- The school is well supervised.

22. School and Monitoring Systems

At White Spire School, we use Securly filter and monitoring system for pupils and opendium web gateway to monitor staff systems. The safeguarding team get alerts for any banned/malicious activity for pupils and follows this up. Any concerns are recorded on CPOMS. SLT complete a termly check on opendium for staff and this is logged. Any concerns that breach the school rules, the schools code of conduct is followed/LADO informed. For further details, please see the schools E-Security/Online safety policies

23. Alternate Provision

When White Spire School places a pupil with an alternative provision provider, we will continue to be responsible for the safeguarding of that pupil. White Spire School will:

- Ensure that the placement meets the pupil's needs
- gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- Complete regular checks on a pupil in alternate provision have records of the address of the alternative provider and any subcontracted provision or satellite sites the pupil may attend.
- Complete regular updates with the family of a pupil in alternate provision.
- Continue to work with agencies to safeguard the pupil.



-Regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If there are safeguarding concerns, the placement will be immediately reviewed and ended if necessary

24. Gangs, county lines, violent crime and exploitation

White Spire School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff need to be aware that safeguarding incidents and or behaviours can be associated with factors outside of the school or setting and can occur between children beyond these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. They should be trained to recognise the need to be vigilant for the signs that may include, but not exclusively children who:

- Appear with unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education

Schools who have these concerns will need to complete the child exploitation screening tool/ and submit with a MARF to Children Social care and provide additional information for children being discussed at multi-agency exploitation meetings.

25. Contextual safeguarding

At White Spire school we are aware that factors outside of school may contribute to safeguarding incidences. We consider whether wider environmental factors are present in a child's life that are a threat to their safety and welfare. We are aware that there are a variety of threats and these may take on different forms including but not limited to, exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. We work with parents and carers to keep children safe and work in partnership with other agencies to support pupils' and their families.

26. Sexual Violence and Sexual Harassment

Please read the Sexual Violence and Sexual Harassment policy linked to White Spire School Child Protection Policy.

27. Curriculum and staying safe

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when



they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum ensures children are taught about safeguarding by covering relevant issues through Relationships and Health Education (primary) / Relationships Sex and Health Education (Secondary). We provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

28. Other Policies

Please see separate policies that link to other safeguarding concerns. This include mental health and wellbeing, Children missing in education, looked after children and Online Safety.

29. The use of school premises by other organisations

White Spire School does not allow other organisations to use the facilities but if services or activities are provided separately by another body using the school premises, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

30. Extended school and trips

For all afterschool activities managed by the school, our own child protection policy applies. For offsite activities, a risk assessment is taken before hand to satisfy health and safety and safeguarding requirements. If other organisations provide a service or activity onsite on behalf of the school, we will check that they have appropriate procedures in place.

When there are out of hours activities, staff will be given information on how to contact individual designated leads.

31. Site Security

Visitors to the school, including contractors, are asked to sign in and are given a badge which confirms they have permission to be on site. Parents who are delivering or collecting their children do not need to sign in as they are not in the main school building. All visitors are expected to observe the school's safeguarding and health and safety regulations.

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.



The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

32. Monitoring

All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.

The Governing Board is responsible for reviewing the safeguarding and child protection policy as a minimum annually and ensuring that it is compliant with current legislation and good practice. Also, for ensuring that the school maintains an up-to-date list of key contacts and that related policies and procedures are kept up to date.

During school hours a member of the Designated Safeguarding Lead Team will be available for staff and pupils to discuss any safeguarding concerns. For out of school activities the Senior/Deputy Safeguarding Lead will be available.

33. Priorities

MK Priorities

Priority One

- Take a well-rounded approach when working with families, focusing on what children or vulnerable adults need to manage risks and achieve the best outcomes.

Priority Two

- Listen to the opinions of children and vulnerable adults in our decision making and everyday work, making sure we recognise and understand their unique traits to provide fair services.

Priority Three

- Improve the quality of care and support by learning from feedback and focusing on continuous improvements while maintaining high safeguarding standards.

Priority Four

- Act quickly to identify and address all forms of exploitation, abuse and neglect for both children and adults by working together across different organisations to provide early help and prevention.

Priority Five

- Make sure that different organisations work together effectively to support individuals as they transition between our services, keeping trauma in mind.

White Spire School Priorities

- Mental health
- Child poverty
- Ensuring that children and their families have access to the support needed.



34-Appendices

Appendix 1

Significant harm

The Children Act 1989 introduced Significant Harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Physical Abuse, Sexual Abuse, Emotional Abuse and Neglect are all categories of Significant Harm. At White Spire School, if the term rape or allegations of sexual violence/assault is mentioned, the designated safeguarding lead will ring MASH immediately.

Appendix 2:

Multi Agency Referral Form

https://mycouncil.milton-keynes.gov.uk/service/Multi_Agency_Referral_Form__MARF_

*Link to online MARF system



Appendix 3: Early Help Assessment

Early Help is about having a good quality guided conversation with a family about different aspects of their life such as home, school, college, work, social/community, and health and well-being. This Assessment should always be completed with the Child, Young Person and Family and focus on what's working well and what can be done if things need to improve. These quality conversations need to happen as early as possible. Please use this form to record the details of this conversation and to help you to plan alongside the family what needs to change and how.

About the person completing the assessment

Start date of assessment	
Details of person completing the assessment	
Name	
Role	
Agency	
Address	
Email address	
Telephone number (s)	

About the family living in your home

Family Last name (s)	
Families Address (including Post Code)	
Housing Provider, if rented housing (Name and address of Landlord)	
Telephone Number(s)	
Religion	
Ethnicity	
Nationality	
First Language	
Details of any disability in the family	
Do any of the children have a caring responsibility?	Yes/No
Are any of the children privately fostered? (if yes please provide details)	

Details of each family member and/or significant people living in your home

Request	Person 1	Person 2	Person 3	Person 4	Person 5	Person 6
First Name(s)						
Surname						
Religion						
Ethnicity						
Previous names or aka						
Relationship						
Date of Birth or Estimated Date of Delivery (if unborn)						
Education, Employment or Training (please provide name of school/college/nursery)						

Details of any significant people not living in the home

Request	Person 1	Person 2	Person 3	Person 4	Person 5	Person 6
First Name(s)						
Surname						
Religion						
Ethnicity						
Date of Birth						
Relationship						
Address						

Professional Involvement - other agencies and/or professionals currently involved with the family and whether they have contributed to the assessment

Request	Professional 1	Professional 2	Professional 3	Professional 4	Professional 5
Agency/Professional Name					
Address and Telephone Number					
Who are they supporting in the family?					
Contributed to this Assessment? Yes/No					

Tell us what has led to this assessment?

What are you worried about? Worries - Past and present harm which has occurred. On-going issues which are causing the different members of the family to not meet their potential.

Who the response is from	Response
Parent/ Carer	
Child/ Young Person	
Assessor/other professionals	

How does the family manage any worries or concerns? What helps the child or family manage, overcome or avoid the worry?

Who the response is from	Response
Parent/ Carer	
Child / Young Person	
Assessor / Other professionals	

Complicating factors (including any previous involvements):

What is making this problem harder to deal with? What are the behaviours which increase the worry? What don't we know?

Who the response is from	Response
Parent/Carer	
Child/Young Person	
Assessor/other professionals	

What is working well- Existing strengths?

What are the best things about the parents and the care of the children? Who supports/help the parents and children?

Who the response is from	Response
Parent/Carer	
Child/Young Person	
Assessor/other professionals	

Community Support Network

What local facilities do you use? i.e., schools, day nurseries, sports, play and Leisure centres, libraries etc.

Who the response is from	Response
Parent/ Carer	
Child / Young Person	
Assessor / other professionals	

On a scale of 0-10 (with 10 being not worried and 0 being extremely worried) where would you scale regarding the worries you have identified.

Who has given the score	The Score	Reason for the score

What needs to happen next?

(Note: Focus on Section 4: worries that need support i.e. domestic abuse, neglect, health issues, school attendance and build on the strengths)

Action (add more as required)	What needs to happen in the family's and professional's view?	Agreed Actions?	Outcome?	By whom and when?
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

Appendix 4**Welfare form/ Cause of concern****Confidential**

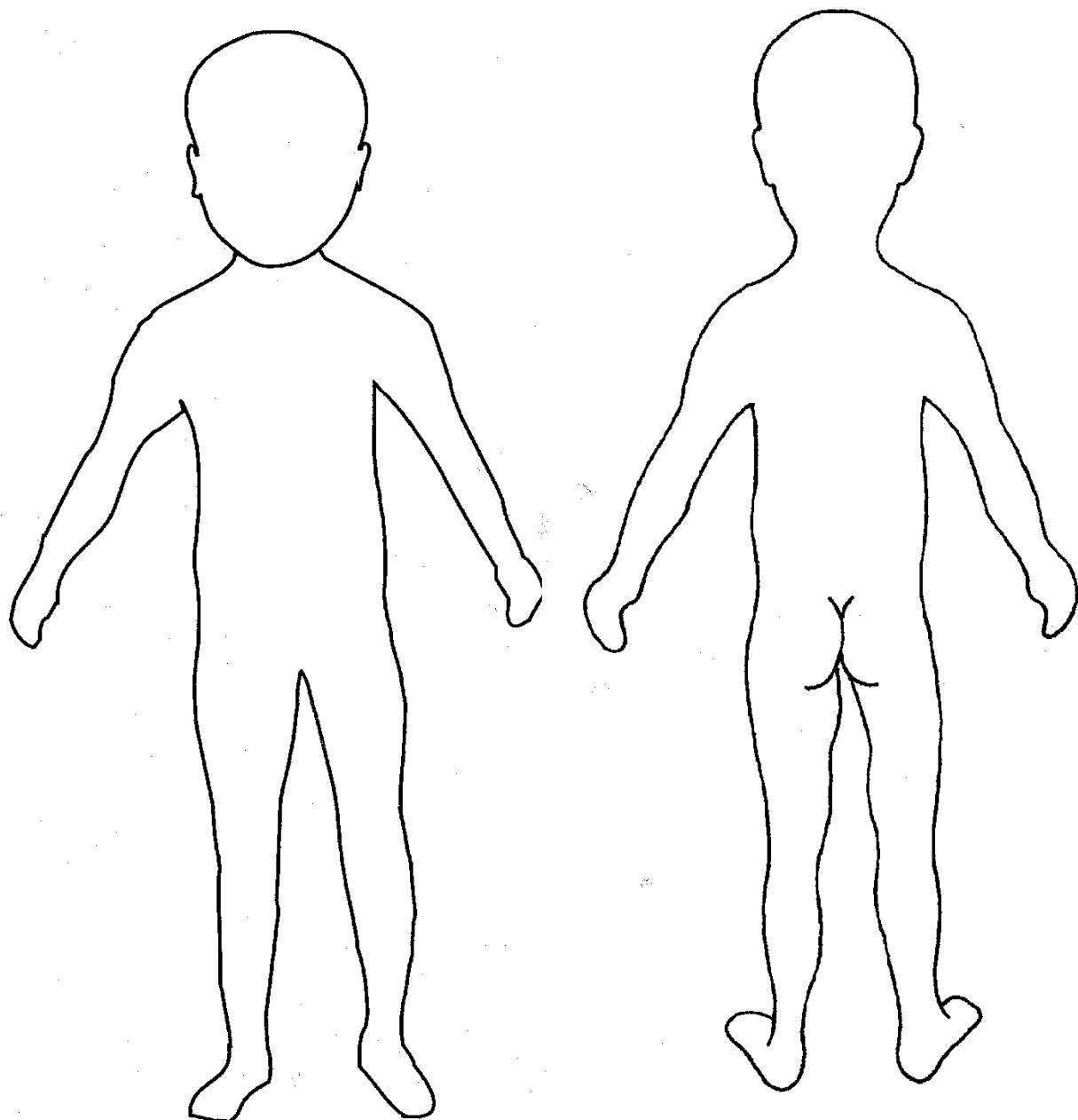
Note: Please do not interpret what is seen or heard: simply record the facts (who, what, where, when). After completing the form, pass it on to the Designated Lead immediately.

Pupil Name:	Date birth:	Year Group:

For Designated staff use (Please tick relevant items)

BODYMAP

(This must be completed at the time of observation)



Action Taken	When/Who	Outcomes
Discuss with child/young person		
Contact parent/carer? If not state reason		
Contact relevant case worker?	Yes/No/n/a	
Seek advice from MASH?	Yes/No	
No further action needed?	Yes/No	
Other (Please specify)		
Designated Lead Name		
Designated Lead Signature		

Appendix 5

Female Genital Mutilation/Honour based abuse

Female genital mutilation (sometimes referred to as female circumcision) 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.

At White Spire School we believe that all pupils should be kept safe from harm.

Although our school has few children that are in high risk groups and considers girls in our school safe from FGM we will continue to monitor and review our policy annually

White Spire School will include training for staff on raising awareness of FGM and the signs to look for.

As a school we will report any concerns of FGM directly to the police.

Appendix 6

Upskirting

Where someone takes a picture under a person's clothing without their permission.

If staff believe that the following has occurred, this is to be reported to the Designated Safeguarding Lead who will follow procedure.

Staff have a duty to report any concerns in line with the Child Protection Policy

Appendix 7 Radicalisation and Extremism

Please see school's PREVENT policy.

Appendix 8

Fabricated or induced illness

Staff remain vigilant in spotting signs of fabricated or induced illness. The Designated Lead works closely with the school's medical team. If staff believe that an illness induced/fabricated this will be reported to the Designated Safeguarding Lead who will follow procedure.

Appendix 9

Child Sexual Exploitation

Please see Child Sexual Exploitation/Child Criminal Exploitation Policy

Appendix 10

Child criminal Exploitation/County Lines

Please see Child Sexual Exploitation/Child Criminal Exploitation Policy

Appendix 11

Private fostering arrangements

If a person other than a parent or close relative care for a child for 28 days within a 6 month period, care for a child, children's services must be notified. If staff become aware of such arrangements, staff must make a Designated Lead award and the school will notify the local authority.

Appendix 12

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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 or don't take part in education.

Appendix 12

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to

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