Thurgoland CE Primary

Safeguarding and Child Protection Policy

Approved by:
Headteacher Mr D Jordan **Date: 08.07.2026**
Chair of Governors Mrs L Gregory-White **Date: 08.07.2026**

Review date: September 2027



BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

"I AM BECAUSE WE ARE."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."
(John Paul II)

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

TO MAKE THE WORLD A BETTER PLACE.

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.



AMEN

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Dale Jordan	01142 883300 d.jordan@thurgolandprimary.org
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1. Aims

Thurgoland CE Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility, and all staff, governors, volunteers and visitors must work collaboratively to protect children from harm and support their welfare and wellbeing.

At Thurgoland CE Primary School, we strive to ensure that all members of the school community are supported to be and become their best self. Safeguarding is central to this vision and is underpinned by a strong, proactive culture in which:

- the child's welfare is paramount
- all children have the right to be protected from harm and to receive support that promotes their welfare and development
- all concerns are taken seriously and acted upon promptly
- children are listened to, taken seriously and their views are considered when decisions are made about them
- professional curiosity is actively encouraged
- safeguarding practice is regularly reviewed and strengthened

Safeguarding and promoting the welfare of children 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
- Taking action to enable all children to have the best outcomes

This policy reflects the school's commitment to providing a safe environment in which children can learn, develop and achieve. It applies to all individuals working in or on behalf of the school, including:

- Teaching and support staff
- Leadership team
- Governors
- Volunteers
- Supply staff
- Contractors and visitors

The school recognises that safeguarding is dynamic and continues to evolve in response to emerging risks, including those associated with technology, artificial intelligence (AI), mental health, contextual safeguarding, attendance and wider societal changes.

Safeguarding is embedded in all aspects of school life and is reflected in the school's ethos, policies, curriculum and daily practice. The school recognises that safeguarding is not a standalone responsibility but a culture that underpins every aspect of school life.

2. Legislation and Statutory Guidance

This policy is based on and reflects the most recent statutory guidance and legislation, including:

- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- The Governance Handbook
- Information Sharing Advice for Safeguarding Practitioners (DfE)
- Information Sharing Duty: Statutory Guidance (September 2026)

The school complies with this guidance and with the arrangements agreed and published by the local safeguarding partners. The school follows the Barnsley Safeguarding Children Partnership's local safeguarding policies and procedures, including the Barnsley Family Help Multi Agency Guidance.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools to safeguard and promote the welfare of children.

- The Children Act 1989 and 2004, which provide the legal framework for the protection of children.
- The Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations.
- The Human Rights Act 1998, which sets out the fundamental rights and freedoms that everyone in the UK is entitled to.
- The Safeguarding Vulnerable Groups Act 2006, which defines regulated activity and the role of the Disclosure and Barring Service (DBS).
- The Counter-Terrorism and Security Act 2015 (Prevent Duty), which places a duty on schools to have due regard to preventing people from being drawn into terrorism.
- The Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015), which places a statutory duty on teachers to report known cases of FGM.
- The Rehabilitation of Offenders Act 1974, which outlines when individuals with criminal convictions can work with children.
- The Childcare Act 2006 and Childcare Disqualification Regulations 2018, which set out disqualification requirements for working with children.
- The Data Protection Act 2018 and UK GDPR.
- Children's Wellbeing and Schools Act (2026).

This policy also reflects:

- The statutory framework for the Early Years Foundation Stage (EYFS).
- Guidance on attendance, including Working Together to Improve School Attendance.
- Meeting Digital and Technology Standards in Schools – Filtering and Monitoring Standards.

This policy will be updated annually, or sooner if statutory guidance changes.

3. Definitions

For the purposes of this policy:

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge, including through Early Help (Family Help) and multi-agency support where appropriate.
- 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
- Taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse can take place wholly online, or technology, including artificial intelligence (AI), may be used to facilitate abuse, exploitation or harm. Children may be abused by an adult or adults, or by another child or children.

Child-on-child abuse is abuse that occurs between children and can include bullying (including cyberbullying), physical abuse, sexual violence, sexual harassment, harmful sexual behaviour and online abuse. Child-on-child abuse will never be dismissed as banter, part of growing up or harmless behaviour.

Neglect is 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.

Children includes everyone under the age of 18.

Safeguarding partners are the organisations responsible for local safeguarding arrangements: the local authority, an integrated care board, and the chief officer of police.

The school recognises that children may not always recognise or be ready to disclose abuse. All staff are expected to maintain professional curiosity and act on any concerns, no matter how small.

4. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist to recognising or disclosing harm. Thurgoland CE Primary School is committed to anti-discriminatory practice and ensuring that all children receive equal protection and support.
We recognise that safeguarding must be responsive to the diverse needs and lived experiences of our children.

We give particular consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identity or sexual orientation
- Have English as an additional language
- Are living in challenging or unstable home circumstances, including domestic abuse or substance misuse
- Are at risk of exploitation, radicalisation, or so-called 'honour-based' abuse (including FGM and forced marriage)
- Are asylum seekers or refugees
- Are at risk due to their own or a family member's mental health needs
- Are experiencing persistent absence, severe absence or are missing from education.
- Are looked after or previously looked after
- Children in kinship care, adopted children, previously looked after children and unborn children where there are safeguarding concerns relating to expectant families.

We recognise that children with SEND are three times more likely to be abused than their peers. Staff are supported to understand and overcome barriers to communication and recognition of abuse for these children.

The school will take positive action where appropriate to support children who may be disproportionately affected by safeguarding risks. Safeguarding practice will always take into account the individual needs, vulnerabilities and context of each child.

The school is committed to anti-discriminatory and anti-racist practice. Safeguarding responses will consider how bias, discrimination or systemic disadvantage may impact children's experiences and outcomes. The school promotes an inclusive, anti-discriminatory culture in which racism, faith-targeted abuse and other discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

5. Roles and Responsibilities
Safeguarding is everyone's responsibility. All staff, governors and volunteers have a role to play in keeping children safe.

5.1 All Staff
All staff will:

- Read and understand Part 1 of *Keeping Children Safe in Education* (or Annex A where appropriate) and ensure they understand how this guidance applies to their role
- Know the identity of the Designated Safeguarding Lead (DSL) and deputies
- Understand their responsibility to provide a safe environment in which children can learn

- Be able to identify children who may benefit from Early Help (Family Help)
- Be alert to signs of abuse, neglect, exploitation and safeguarding concerns, including those linked to mental health
- Be alert to patterns of persistent absence, severe absence and children missing education, recognising that these may be indicators of vulnerability or safeguarding concerns
- Be alert to prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, and recognise that such experiences can have a significant impact on a child's welfare, wellbeing and safety
- Maintain professional curiosity and consider the context of concerns
- Report concerns promptly using CPOMS in line with school procedures
- Understand that they may make a referral to children's social care if necessary
- Understand and follow the staff code of conduct and whistleblowing procedures
- Understand that safeguarding is everyone's responsibility and that all staff should maintain a mindset of "it could happen here"
- Understand the systems within the school which support safeguarding, including this policy, the staff code of conduct, the behaviour policy, the safeguarding response to children who are absent from education, and the role of the DSL
- Be aware that children may be at risk of abuse, neglect or exploitation both inside and outside the home, and online, in line with statutory guidance

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children (child-on-child abuse). All staff should maintain an attitude of 'it could happen here'.

The school recognises the importance of preventative education in safeguarding. Through an age-appropriate and responsive curriculum, including PSHE, RSHE, online safety education (including online risks, misinformation, AI-generated content and deepfakes) assemblies and wider pastoral work, children are taught about healthy and respectful relationships, boundaries, consent, child-on-child abuse, recognising risk, seeking help and how to report concerns. Preventative education is adapted to the age, stage and needs of children, including those with SEND, so that all children are supported to understand safeguarding risks and keep themselves safe. Children are taught about healthy relationships, including recognising and responding to unhealthy or abusive behaviours in relationships as they grow older.

5.2 Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team and has overall responsibility for safeguarding and child protection. The DSL at Thurgoland CE Primary School is Beth Wise (Deputy Headteacher and DSL).

The DSL will:

- Ensure the school's safeguarding practice reflects the principles and requirements of Keeping Children Safe in Education and local safeguarding partner procedures
- Ensure staff receive safeguarding updates at least annually, and more frequently where required, in line with statutory guidance
- Take lead responsibility for safeguarding and child protection (including online safety)
- Manage referrals to children's social care, the police and other agencies
- Act as a point of contact for staff and external partners
- Ensure all safeguarding concerns are recorded accurately and reviewed in a timely way
- Monitor patterns of concern and ensure appropriate action is taken
- Lead and oversee the work of the Inclusion Team in relation to safeguarding
- Ensure safeguarding training is completed and kept up to date
- Promote a strong safeguarding culture across the school
- Ensure appropriate information sharing
- Liaise with the headteacher and governing body on safeguarding matters

5.3 Deputy Designated Safeguarding Lead (DDSL)
Deputy DSL are trained to the same standard as the DSL and support the DSL in carrying out their role. They act in the DSL's absence and are available to staff for advice and support. The DDSL at Thurgoland CE Primary School is Tracy Stacey (Parent Champion).

5.4 Headteacher
The headteacher has overall responsibility for safeguarding and child protection within the school.
The headteacher will:

- Ensure that this policy is implemented effectively
- Ensure that staff receive appropriate safeguarding training and support
- Ensure that safeguarding is prioritised within school improvement
- Ensure safer recruitment procedures are followed
- Support the DSL in the effective delivery of their role
- Promote a culture in which safeguarding is everyone's responsibility

Dale Jordan, the Headteacher at Thurgoland CE Primary School is a trained DSL and will act as DSL where appropriate.

5.5 Governing Body
The governing body will:

- Ensure that the school complies with its safeguarding duties
- Appoint a link governor for safeguarding
- Monitor the effectiveness of safeguarding policies and procedures
- Hold leaders to account for safeguarding practice
- Ensure appropriate training is undertaken
- Receive regular safeguarding updates, including audit findings, attendance trends and safeguarding actions.

Lynn Hoyland is the Safeguarding Governor for Thurgoland CE Primary School and the Chair of Governors is Laura Gregory-White.

5.6 Safeguarding Systems and Oversight (Inclusion Team)
Thurgoland CE Primary School has established a robust safeguarding structure through its Inclusion Team.
The Inclusion Team meets weekly and plays a key role in safeguarding oversight by:

- Reviewing safeguarding records and concerns
- Monitoring vulnerable children
- Identifying patterns, trends and emerging risks
- Supporting decision-making in line with safeguarding thresholds
- Agreeing actions and next steps

This approach ensures that safeguarding is not reliant on a single individual but is instead a shared, reflective and accountable process. The DSL retains overall responsibility for all safeguarding decisions.

6. Safeguarding Systems and Processes
Thurgoland CE Primary School operates clear and robust safeguarding systems to ensure that concerns are identified early, recorded accurately and responded to effectively.

Safeguarding practice within the school is proactive, reflective and informed by both internal monitoring and external scrutiny, as well as local and national safeguarding guidance.

The school's safeguarding systems include clear visitor management and site security procedures to help maintain a safe environment for children and staff.

6.1 Recording and Information Sharing
All safeguarding concerns, disclosures and relevant information are recorded on CPOMS.

Records must be:

- completed as soon as possible after a concern arises
- accurate, factual and written in the child's own words where appropriate
- updated with all actions, decisions and outcomes

All staff are responsible for recording concerns. Where a member of staff does not have access to CPOMS, they must complete a written cause for concern form and pass this immediately to the DSL.

Information sharing is essential to effective safeguarding. Staff understand that:

- all concerns must be shared with the DSL
- information will be shared on a need-to-know basis
- fears about sharing information must not stand in the way of safeguarding
- data protection legislation does not prevent the sharing of information where a child is at risk of harm

Staff follow national guidance, including Information sharing advice for safeguarding practitioners, to support effective and timely decision-making.

In line with statutory guidance, the school recognises that effective safeguarding depends on timely, accurate and proportionate information sharing. Staff should never allow fears about sharing information to stand in the way of protecting a child.

The school recognises that safeguarding concerns may be identified through attendance concerns, persistent absence, severe absence or children missing education. Such concerns will be considered within the wider safeguarding context and recorded and acted upon appropriately.

Relevant information may need to be shared to support a child's safety, welfare or access to help, including where a child protection threshold has not been reached. Staff must not delay sharing appropriate information where this may help safeguard or promote a child's welfare. Decisions about sharing information, including decisions not to share, should be recorded clearly, with the reasons for the decision.

6.2 Safeguarding Oversight – Inclusion Team
The Inclusion Team provides structured safeguarding oversight and meets weekly.
The Inclusion Team:

- reviews all safeguarding records and live cases
- monitors patterns, trends and cumulative concerns using CPOMS
- identifies vulnerable children and emerging risks
- evaluates the impact of actions taken
- agrees next steps and ensures accountability

This approach ensures that safeguarding is dynamic, regularly reviewed and responsive to change.

The DSL retains overall responsibility for all safeguarding decisions.

6.3 Safeguarding Decision-Making
The DSL have overall responsibility for safeguarding decision-making, working together and supported by the Inclusion Team. Decisions are informed by the Barnsley Family Help Multi Agency Guidance and the Barnsley Safeguarding Children Partnership's local safeguarding procedures.

Safeguarding practice is informed by:

- The Barnsley Family Help Multi Agency Guidance and its conversational approach
- Local safeguarding procedures
- Local Family Help and early help processes
- National safeguarding guidance

The DSL, supported by the Inclusion Team, consider:

- The child's day-to-day lived experience
- What is working well and what is causing concern
- The child's needs, risks and protective factors
- Patterns and frequency of concerns
- The wider family and contextual factors
- Who is best placed to provide support or take action

Professional curiosity and appropriate challenge are actively encouraged to ensure decisions are robust and centred on the child's welfare.

Where appropriate, the DSL ensure that concerns are acted upon and escalated in line with local procedures, including referral to children's social care, the police or other relevant agencies. Decisions, actions and the rationale for them are recorded and reviewed.

6.4 External Scrutiny and Quality Assurance

Safeguarding practice is subject to regular external review to ensure it remains effective, compliant and continuously improving.

An external safeguarding audit is conducted by Nigel Lever, providing independent scrutiny of safeguarding systems, culture and practice.

Findings from audits are used to:

- inform school improvement priorities
- strengthen safeguarding systems and procedures
- support leadership accountability and governance oversight

The governing body receives regular updates on safeguarding practice, including audit outcomes and actions taken.

6.5 Secure Storage of Records

All safeguarding records are:

- stored securely within CPOMS
- kept confidential and accessed only by appropriate staff
- transferred securely when a child moves school

Historical paper safeguarding records are stored securely in line with school procedures.

6.6 Review of Safeguarding Systems

Safeguarding systems and processes are reviewed regularly to ensure they remain effective, compliant and responsive to emerging risks.

7. Recognising Abuse and Taking Action

All staff, governors and volunteers must be able to recognise indicators of abuse, neglect and exploitation, and know how to respond appropriately. In line with *Keeping Children Safe in Education*, all staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events and that concerns may overlap.

Staff should be particularly alert to children who:

- have additional needs (e.g. SEND)
- are experiencing mental health difficulties
- are persistently absent or missing from education
- may be vulnerable to exploitation, abuse or neglect

Staff must maintain professional curiosity and act on any concern, no matter how small.

The school recognises that safeguarding and early help are part of a wider system of support. Concerns about children may be addressed through safeguarding processes, SEND support, pastoral systems or a combination of these, depending on need.

Staff should be aware that children may not feel ready or able to tell someone that they are being abused.

7.1 If a child is in immediate danger or at risk of significant harm

If a member of staff believes a child is suffering or likely to suffer significant harm, or is in immediate danger, they must:

- Make an immediate referral to children's social care and/or the police
- Inform the DSL immediately

Any member of staff can make a referral. However, the DSL must always be informed as soon as possible.
Staff must not delay action in order to inform the DSL first.

Staff must not investigate safeguarding concerns and must report immediately to the DSL.

7.2 If a child makes a disclosure

If a child discloses abuse, staff must:

- listen carefully and take the child seriously
- allow the child to speak freely without interruption
- avoid asking leading questions
- remain calm and not show shock or disbelief
- reassure the child that they have done the right thing
- explain that the information will need to be shared to keep them safe
- not promise confidentiality

Staff must:

- record the disclosure as soon as possible using CPOMS
- use the child's own words as far as possible
- report the concern to the DSL immediately

7.3 If a member of staff has a concern about a child

f a staff member has any concern about a child, however small, they must:

- alert the DSL
- record the concern on CPOMS as a 'cause for concern'

The DSL will:

- review the concern

- consider the child's needs, lived experience and wider circumstances, including any patterns or cumulative concerns
- determine the most appropriate response, which may include safeguarding action, Family Help, early help or referral to other support systems
- record decisions and actions on CPOMS

The Inclusion Team will:

- review concerns weekly
- monitor patterns and cumulative concerns
- evaluate the effectiveness of actions taken
- agree next steps

Concerns will remain recorded and monitored as part of the school's wider support systems, and appropriate information will be shared where it may help safeguard or promote a child's welfare.

7.4 Early Help and Wider Support

Early help is a key part of the school's approach to supporting children and families and is not solely a safeguarding response. Safeguarding responses consider the wider family context, including the impact of parental circumstances on siblings and other children within the household. The school recognises that attendance, wellbeing and safeguarding are closely linked. Where attendance concerns emerge, staff will consider whether support through Family Help or early help processes, safeguarding action or wider support may be required. Attendance concerns will not be viewed solely as a behavioural issue but may indicate unmet needs or vulnerability.

Where concerns indicate that a child may benefit from additional support:

- needs may be identified by staff, the DSL, the SENCo or through Inclusion Team discussions
- decisions may be made through safeguarding systems, SEND processes or pastoral support structures
- the school will work collaboratively with families and external agencies

Support may include:

- pastoral and wellbeing support
- SEND support
- attendance support
- targeted interventions

All support is:

- recorded appropriately (including on CPOMS where relevant)
- monitored through school systems
- reviewed regularly to ensure impact

Decisions about support are informed by the Barnsley Family Help Multi Agency Guidance, local safeguarding procedures and relevant early help processes. The school will share appropriate information with relevant partners where this may help understand a child's needs, safeguard or promote their welfare or coordinate support.

The school's approach is to ensure that children and families receive the right help, at the right time, from the most appropriate services.

7.5 Escalation and Referral

Where concerns indicate that a child may be suffering, or is likely to suffer, significant harm, the DSL will ensure that a referral is made to children's social care and/or the police in line with local safeguarding procedures. Staff must not delay taking action where a child may be at risk.

The DSL will ensure that appropriate information is shared with relevant agencies to support safeguarding, assessment and multi-agency working. Staff may be required to contribute to assessments and provide relevant information.

Where staff feel that appropriate action has not been taken, they must escalate their concerns in line with the school's safeguarding procedures and relevant local safeguarding arrangements.

7.6 Recording and Follow-Up

All safeguarding and support activity must be recorded on CPOMS, including:

- initial concerns
- actions taken
- decisions made
- outcomes
- the rationale for decisions about information sharing, including decisions not to share information

Records are reviewed regularly to ensure that:

- actions are followed through
- risks are reduced
- children receive appropriate and timely support

7.7 Specific Safeguarding Issues

Staff must be aware of specific safeguarding issues, including but not limited to:

- child-on-child abuse
- child sexual and criminal exploitation
- domestic abuse
- female genital mutilation (FGM)
- radicalisation and extremism
- serious violence

Detailed guidance on these issues is provided in the appendices.

8. Online Safety

Online safety is a key safeguarding priority at Thurgoland CE Primary School and is embedded within the school's wider safeguarding approach.

The school recognises that children are increasingly exposed to risks online, including:

- access to inappropriate or harmful content
- online abuse, including child-on-child abuse
- exploitation and grooming
- misinformation and harmful online influences

Emerging risks associated with artificial intelligence (AI) are also recognised. These include:

- emotional attachment to AI chatbots and virtual companions
- cognitive offloading, where children rely on AI rather than developing their own knowledge, judgement and help-seeking behaviours
- AI-generated misinformation and manipulation
- deepfake and synthetic media content
- AI-generated sexualised images and nudification technologies

Safeguarding children in the digital world is a shared responsibility across the whole school community.

8.1 Whole-School Approach
Online safety is addressed through a whole-school approach, including:

- effective filtering and monitoring systems
- a planned and progressive curriculum
- clear policies and expectations for staff and children
- regular staff training and updates

Online safety is not treated as a standalone issue but is embedded across safeguarding, behaviour and the curriculum. In line with *Keeping Children Safe in Education*, the school recognises that online safety is a safeguarding issue which should be considered through a whole-school and whole-community approach.

8.2 Filtering and Monitoring
The school has appropriate filtering and monitoring systems in place to safeguard children when using school systems and devices.

These systems are designed to:

- prevent access to harmful, inappropriate or illegal content
- identify potential safeguarding concerns
- support staff in responding to online safety risks

Strategic responsibility for filtering and monitoring sits with the headteacher. Operational oversight is carried out by Gareth Wood and Cheri Beecroft, who work alongside the DSL and headteacher to ensure systems are functioning effectively and concerns are acted upon.

The school ensures that:

- filtering and monitoring systems are reviewed regularly and at least annually
- leaders understand the effectiveness and limitations of the systems in place
- roles and responsibilities for filtering and monitoring are clear
- safeguarding concerns identified through monitoring are reported promptly to the DSL
- the governing body receives assurance that filtering and monitoring systems are appropriate, effective and reviewed

The DSL works with relevant staff to ensure that online concerns identified through filtering and monitoring are considered in the wider safeguarding context. Filtering and monitoring systems are reviewed regularly to ensure they remain effective in identifying and responding to emerging online risks.

8.3 Staff Responsibilities
All staff:

- understand that online safety is part of safeguarding
- are aware of the risks children may face online, including online exploitation, harmful online content and AI-related concerns
- reinforce online safety messages when working with children and communicating with parents
- report any concerns about online safety in line with safeguarding procedures

Staff receive training to support them in understanding their responsibilities and responding appropriately to concerns.

8.4 Teaching and Learning
Online safety is taught explicitly through the school's curriculum, particularly through PSHE (Personal, Social, Health and Economic education) and RSHE (Relationships, Sex and Health Education). Safeguarding is embedded across the curriculum beyond PSHE and RSHE.

Children are taught:

- how to stay safe online
- how to recognise and respond to risk
- how to report concerns
- how to build safe and respectful relationships online
- how to critically evaluate online content
- how to identify AI-generated content, manipulated images and deepfakes

Online safety education is:

- age-appropriate
- regularly revisited
- responsive to evolving online risks, including those related to AI

This supports children to develop resilience, make informed decisions and understand how to keep themselves safe in an increasingly digital world.

Online safety is also reinforced across the wider curriculum, assemblies and targeted group or individual support.

8.5 Responding to Concerns

Online safety concerns are managed in line with the school's safeguarding procedures.

Where concerns arise:

- they are recorded on CPOMS
- the DSL will assess risk and determine appropriate action
- incidents may be managed through safeguarding, behaviour or pastoral systems depending on context

Serious concerns will be referred to external agencies where appropriate.

8.6 Working with Parents and Carers

The school works in partnership with parents and carers to promote online safety.

This includes:

- sharing information about online risks
- providing guidance on safe use of technology
- reinforcing expectations for online behaviour

Parents are informed about the online platforms and tools used within school.

9. Right help, right time

Thurgoland CE Primary School recognises that effective safeguarding requires early identification of need and a coordinated response. Support for children sits across a continuum and may involve safeguarding, early help, SEND support and pastoral systems. Where children attend alternative provision, the school retains responsibility for safeguarding and will ensure appropriate checks and oversight are in place, including attendance, welfare and safeguarding monitoring arrangements.

9.1 Early Identification of Need

All staff are responsible for identifying children who may benefit from Early Help, Family Help or additional support.

This includes children who:

- have SEND or additional needs
- are experiencing mental health or wellbeing difficulties
- are experiencing persistent absence, severe absence or are missing from education

- are at risk of exploitation, abuse or neglect
- are living in challenging family circumstances

Staff must act on concerns early and share relevant information with the DSL or other appropriate staff.

9.2 Providing support

The school provides support for children whose needs have been identified. This may include:

- SEND support
- attendance intervention
- targeted interventions
- wellbeing plans

Where appropriate, children's needs may be supported through SEND processes, Family Help or Early Help pathways, or referral to external agencies.

The school's approach is informed by the Barnsley Family Help Multi Agency Guidance, including its conversational, child-centred approach to understanding needs and identifying the most appropriate support.

All support is:

- recorded appropriately
- monitored through school systems
- reviewed regularly to ensure impact
-

The school will share relevant information with appropriate partners where this may help to understand a child's needs, coordinate support or promote their welfare.

The school aims to ensure that children and families receive the right support at the right time.

9.3 Safeguarding Decision-Making

Safeguarding decisions are informed by the Barnsley Family Help Multi Agency Guidance, local safeguarding procedures and relevant national guidance. The school takes a child-centred, needs-led approach, considering the child's lived experience, needs, risks and wider circumstances.

The DSL, supported by the Inclusion Team, make and review decisions as circumstances change. Support and information sharing must not be delayed while waiting for a particular threshold to be reached.

9.4 Multi-Agency Working

The school works in partnership with Children's Social Care, Family Help, health services, the police and other relevant agencies to safeguard children and promote their welfare.

The school will:

- make referrals in line with local safeguarding procedures
- contribute to assessments, strategy discussions, child protection conferences and core groups, as required
- share relevant information promptly with appropriate partners to support a shared understanding of the child's lived experience, needs and risks
- engage in professional conversations and multi-agency planning to identify who is best placed to provide support or take action
- contribute to plans with clear actions and arrangements for reviewing progress
- raise concerns and seek further action where a child's needs are not being met or risks increase, including escalating concerns in line with local safeguarding procedures

The school recognises the importance of timely communication, shared decision-making and coordinated support.

Multi-agency working does not replace the need for prompt safeguarding action where a child may be at risk of harm.

9.5 Escalation and Professional Challenge
The school recognises the importance of professional challenge in safeguarding.

If staff feel that:
- a child's needs are not being met
- appropriate action has not been taken

they must escalate concerns in line with school procedures.

The DSL will:
- follow local escalation procedures where necessary
- advocate for the child to ensure appropriate support is provided
- ensure appropriate challenge where professional disagreement exists

10. Specific Safeguarding Issues and Vulnerabilities
All staff are aware that safeguarding issues can present in many forms and that children may be at risk of harm both inside and outside of school, including online.

Staff are trained to recognise indicators of abuse, neglect and exploitation and understand that safeguarding concerns can be complex and overlapping.

10.1 Types of Abuse
Staff are aware of the main categories of abuse:
- physical abuse
- emotional abuse
- sexual abuse
- neglect

Detailed definitions are provided in the appendices.

10.2 Specific Safeguarding Issues
Staff are aware of a wide range of safeguarding issues, including but not limited to:
- child-on-child abuse (including sexual violence and sexual harassment)
- child sexual exploitation (CSE)
- child criminal exploitation (CCE), including county lines
- domestic abuse- this includes coercive and controlling behaviour within relationships, which may have a significant impact on children's safety and wellbeing
- female genital mutilation (FGM)
- forced marriage and so-called 'honour-based' abuse
- prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination
- radicalisation and extremism (Prevent duty)
- serious violence
- modern slavery and human trafficking
- online safety risks, including inappropriate content and harmful online behaviour
- sharing of nudes and semi-nudes (youth-produced sexual imagery). Incidents involving the sharing of nudes and semi-nudes will be managed in line with national guidance and safeguarding procedures
- AI-related safeguarding risks may include AI-generated misinformation, deepfakes, voice cloning, synthetic media, nudification technology, harmful chatbot interactions and AI-generated sexualised imagery

Staff understand that these issues may not be isolated and may be linked to wider contextual risks.

10.3 Contextual Safeguarding
The school recognises that safeguarding risks may arise from a child's wider environment.

This includes:
- peer groups
- family circumstances
- community contexts
- online environments

Staff consider these factors when assessing risk and planning support.

10.4 Children Potentially at Greater Risk of Harm
Some children may be more vulnerable to abuse or may face additional barriers to disclosure.

This includes children who:
- have SEND or health conditions
- are experiencing mental health difficulties
- are young carers
- are looked after or previously looked after
- are in kinship care, adopted children and unborn children where there are safeguarding concerns relating to expectant families
- are persistently absent, severely absent or missing from education
- are at risk of exploitation or discrimination
- have English as an additional language
- are living in challenging or unstable home circumstances

Staff are supported to recognise these vulnerabilities and respond appropriately.

10.5 Child-on-Child Abuse
The school recognises that children can abuse other children.

This can include:
- bullying (including cyberbullying)
- physical abuse
- sexual violence and sexual harassment
- harmful sexual behaviour
- online abuse through the creation, sharing or possession of AI-generated or digitally manipulated images

The school has a zero-tolerance approach to abuse and will ensure that:
- all concerns are taken seriously
- victims are supported and protected
- appropriate action is taken

The DSL will carry out a risk assessment and implement support and safeguarding actions for all children involved.

10.6 Mental Health and Wellbeing
The school recognises that mental health and wellbeing can be both an indicator of safeguarding concerns and an area of need in its own right.

Where children are experiencing mental health difficulties:
- this will be considered within safeguarding and wider support systems
- support may be provided through wellbeing plans, SEND processes or early help

- concerns will be escalated where necessary

10.7 Responding to Specific Safeguarding Issues
All specific safeguarding concerns are managed in line with the school's safeguarding procedures.

This includes:
- recording concerns on CPOMS
- reporting to the DSL
- assessing risk and determining appropriate action
- involving external agencies where required

Detailed procedures and guidance are provided in the appendices.

11. Safer Recruitment
Thurgoland CE Primary School is committed to ensuring that all recruitment processes are robust and designed to deter, identify and reject unsuitable candidates.

The school adheres to safer recruitment principles in line with Keeping Children Safe in Education.

11.1 Recruitment Principles
The school ensures that:
- safeguarding is a key consideration throughout all stages of recruitment
- job descriptions and person specifications include safeguarding responsibilities
- applicants are made aware of the school's safeguarding expectations
- references are obtained and scrutinised
- gaps in employment history are explored

Recruitment practice is carried out in line with Part 3 of *Keeping Children Safe in Education*. All recruitment processes are conducted with due regard to safeguarding and promoting the welfare of children.

11.2 Pre-Appointment Checks
The school carries out all required pre-employment checks, including:
- an enhanced Disclosure and Barring Service (DBS) check with barred list information (where applicable)
- identity verification
- right to work in the UK
- overseas checks where appropriate, in line with Keeping Children Safe in Education (2026)
- qualification checks
- prohibition from teaching checks (where applicable)
- section 128 checks (for leadership roles, where applicable)
- disqualification under the Childcare Act checks (where applicable)

Where appropriate, additional checks may be carried out, including online searches in line with current guidance.

11.3 Single Central Record (SCR)
The school maintains a Single Central Record of all staff and relevant adults working in school.

The SCR includes:
- all required pre-employment checks
- the date checks were completed
- confirmation that checks have been verified

The SCR is regularly reviewed to ensure it is accurate and compliant.

11.4 Safer Recruitment Training
At least one member of any interview panel has completed safer recruitment training.

Leaders and governors involved in recruitment are appropriately trained to ensure safer recruitment practices are consistently applied.

11.5 Volunteers, Contractors, Visitors and Site Security
The school ensures that appropriate safeguarding arrangements are in place for volunteers, contractors, visitors and any other adults on site.

This includes:

- all visitors signing in on arrival and signing out when leaving
- all visitors wearing a visitor badge while on site
- verifying identity where appropriate
- ensuring visitors are made aware of safeguarding expectations and reporting procedures
- ensuring contractors and visitors are appropriately supervised where required
- checking whether a DBS check is required based on the nature of the visit or work being undertaken
- confirming that external organisations providing staff or services have carried out appropriate safeguarding checks
- ensuring site security arrangements support safeguarding, including controlling access to the building and challenging any unknown adult on site without identification

Visitors who are not appropriately checked will not be left unsupervised with children.

All volunteers must complete the required safeguarding checks before beginning work within the school. This includes the enhanced DBS and barred list requirements applicable to volunteers working within EYFS and elsewhere in school.

11.6 Ongoing Vigilance
Safer recruitment does not end at appointment.

The school maintains a culture of vigilance by:

- ensuring staff understand and follow the staff code of conduct
- providing regular safeguarding training
- promoting a culture where concerns about adults are raised promptly

Ongoing vigilance includes maintaining professional boundaries, adhering to the staff code of conduct, raising concerns promptly and recognising that safeguarding remains everyone's responsibility after appointment.

12. Allegations Against Staff and Low-Level Concerns
Thurgoland CE Primary School recognises that safeguarding includes concerns about adults working with children. The school promotes a culture of openness, transparency and vigilance where concerns about adults are identified and addressed promptly.

12.1 Purpose
This section applies to all staff, volunteers, supply staff and contractors.
It outlines procedures for:

- managing allegations that meet the harm threshold
- responding to low-level concerns
- ensuring concerns are handled consistently, fairly and promptly

Procedures in this section reflect Part 4 of *Keeping Children Safe in Education* and local authority procedures.

12.2 What is an Allegation?

An allegation is where a member of staff or adult working with children has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

12.3 Reporting Allegations

All allegations must be reported immediately.

- Allegations about staff must be reported to the headteacher
- Allegations about the headteacher must be reported to the Chair of Governors

The headteacher (or Chair of Governors) will:

- contact the Local Authority Designated Officer (LADO)
- follow local procedures
- ensure appropriate action is taken

Staff must not:

- investigate the allegation themselves
- delay reporting

12.4 Low-Level Concerns

A low-level concern is any concern about an adult's behaviour that:

- is inconsistent with the staff code of conduct
- does not meet the threshold for an allegation

Examples may include:

- boundary issues
- inappropriate language
- behaviour that may be considered unprofessional

12.5 Reporting Low-Level Concerns

All low-level concerns must be reported to the headteacher.
Low-level concerns relating to the headteacher must be reported to the Chair of Governors

Staff are encouraged to report concerns:

- early
- without fear of judgement
- even if they are unsure

This supports a culture of openness and helps prevent escalation.

12.6 Recording and Managing Low-Level Concerns

Low-level concerns will be:

- recorded by the headteacher in a clear and secure manner
- reviewed individually and collectively so that patterns, trends or repeated behaviours can be identified over time and considered alongside any other relevant safeguarding information
- considered in the context of the staff code of conduct
- addressed appropriately, which may include guidance, support, supervision, training, informal discussion or formal action

The school recognises that a series of low-level concerns, when viewed together, may indicate a greater risk or a culture issue and may meet the threshold for further action.

Records are kept securely and in line with data protection requirements.

12.7 Culture of Safeguarding
The school promotes a culture where:

- staff feel confident to raise concerns
- professional curiosity is encouraged
- behaviour is challenged where necessary
- safeguarding is everyone's responsibility

The school recognises that early identification of concerns about adults is a key part of safeguarding children.

12.8 Whistleblowing
Staff who feel unable to raise concerns internally can use the school's whistleblowing procedures.
Concerns about safeguarding practice will be taken seriously and responded to appropriately.
Staff may also contact the Local Authority Designated Officer (LADO), the NSPCC Whistleblowing Advice Line or other appropriate agencies where they believe concerns have not been addressed appropriately.

13. Record Keeping and Information Management
Thurgoland CE Primary School recognises that accurate, timely and secure record keeping is essential to effective safeguarding.

Safeguarding records provide a clear and cumulative picture of a child's needs and are used to inform decision-making and support.

13.1 Recording Safeguarding Information
All safeguarding concerns, disclosures and relevant information are recorded on CPOMS.

Records must be:

- completed as soon as possible after a concern arises
- clear, factual and accurate
- written in the child's own words where appropriate
- updated with all actions, decisions and outcomes

All staff are responsible for recording concerns in line with school procedures.

13.2 Storage and Security
Safeguarding records are:

- stored securely within CPOMS
- treated as confidential
- accessed only by appropriate staff

Information is shared on a need-to-know basis in order to safeguard children.
The school complies with data protection legislation, including the Data Protection Act 2018 and UK GDPR.

13.3 Information Sharing
The school recognises that timely information sharing is essential to safeguarding.

Staff understand that:

- fears about sharing information must not stand in the way of safeguarding
- information can be shared without consent where a child is at risk, or may be at risk, of harm
- decisions about sharing information are made in the best interests of the child
- information shared should be relevant, accurate, proportionate and shared securely with those who need it
- where it is practicable and safe to do so, children and families should be informed about information sharing and the reasons for it
- decisions about sharing information, including decisions not to share, should be recorded with the reasons for the decision.

The school follows the relevant Department for Education information-sharing guidance and statutory guidance to support decision-making.

13.4 Monitoring and Review of Records

Safeguarding records are regularly reviewed to ensure that:

- concerns are followed up
- actions are appropriate and timely
- patterns and cumulative concerns are identified

This review takes place through:

- DSL oversight
- Inclusion Team meetings
- ongoing safeguarding monitoring

13.5 Transfer of Records

When a child moves to another school:

- safeguarding records are transferred securely to the receiving school
- this is done promptly and separately from the main child file
- receipt of records is confirmed
- records are transferred securely and promptly, ideally before the child starts at the receiving school

The DSL will ensure that appropriate information is shared to support the child's ongoing safety and wellbeing.

13.6 Retention of Records

Safeguarding records are retained in line with statutory guidance and local authority requirements.

Records are:

- kept for an appropriate period
- disposed of securely when no longer required

14. Training

Thurgoland CE Primary School is committed to ensuring that all staff receive appropriate safeguarding and child protection training in order to effectively carry out their responsibilities.

Safeguarding training is part of a whole-school approach and supports a strong culture of vigilance, professional curiosity and early intervention.

14.1 Whole-School Training

All staff, including teaching staff, support staff, office staff, site staff and cleaning staff, receive safeguarding training appropriate to their role.

Training:

- is provided at induction
- is updated regularly (at least annually)
- includes safeguarding and child protection, including online safety

Whole-school safeguarding training is delivered by Nigel Lever, ensuring that it is current, relevant and informed by local and national priorities.

14.2 Targeted and Specialist Training

In addition to whole-school training, staff access targeted safeguarding training on specific issues.
This includes training provided through National College, for example:

- female genital mutilation (FGM)
- radicalisation and extremism (Prevent duty)
- online safety, artificial intelligence (AI) and emerging technology risks
- other emerging safeguarding risks

This ensures staff have a deeper understanding of specific safeguarding issues and are able to respond appropriately.

14.3 Designated Safeguarding Lead Training

The DSL and deputy DSL:

- receive appropriate training for their role
- update their knowledge and skills regularly
- take part in multi-agency training where appropriate

This ensures they have the knowledge and confidence to carry out their responsibilities effectively.

14.4 Ongoing Updates and Safeguarding Culture

Safeguarding is a standing item in all staff meetings.

Through this, key safeguarding themes are:

- regularly revisited and refreshed
- updated in response to emerging risks
- discussed in the context of current school practice

Staff also receive additional safeguarding updates through:

- briefings
- safeguarding communications
- professional discussions

Safeguarding updates will include emerging online and AI-related risks where appropriate, ensuring staff remain aware of developments in technology that may impact safeguarding practice.

This ensures that safeguarding remains a continuous focus and is embedded within daily practice.

14.5 Governors and Leadership Training

Governors receive safeguarding training appropriate to their role.

This enables them to:

- understand safeguarding responsibilities
- provide effective challenge and support
- monitor safeguarding practice
- understand the effectiveness of safeguarding arrangements, including filtering and monitoring

15. Monitoring and Review

Thurgoland CE Primary School is committed to ensuring that safeguarding practice is regularly monitored, reviewed and strengthened.

Safeguarding is dynamic and responsive, and systems are continually evaluated to ensure they remain effective and meet the needs of children.

15.1 Internal Monitoring

Safeguarding is monitored through established school systems, including:

- regular oversight by the DSL
- weekly Inclusion Team meetings
- ongoing review of safeguarding records on CPOMS
- monitoring of vulnerable children and emerging risks

This ensures that safeguarding concerns are:

- identified early
- followed up appropriately
- reviewed for impact

15.2 External Scrutiny

Safeguarding practice is subject to external review to ensure compliance and continuous improvement.

An external safeguarding audit is conducted by Nigel Lever, providing independent evaluation of safeguarding systems, culture and practice.

Findings from audits are used to:

- inform school improvement priorities
- strengthen safeguarding procedures
- support leadership accountability

15.3 Governing Body Oversight

The governing body plays a key role in monitoring safeguarding.

The governing body:

- receives regular safeguarding updates from the headteacher and DSL
- reviews safeguarding policies and procedures
- monitors the effectiveness of safeguarding systems
- considers outcomes from safeguarding audits
- holds leaders to account for safeguarding practice
- receives assurance regarding filtering and monitoring arrangements

A named safeguarding governor, Lynn Hoyland, works closely with the DSL to provide additional oversight and challenge.

15.4 Policy Review

This policy is reviewed at least annually to ensure it remains compliant with statutory guidance, including *Keeping Children Safe in Education*, and reflects local safeguarding arrangements, emerging risks and school practice.

It may also be updated:

- in response to changes in statutory guidance
- following safeguarding incidents or concerns
- as a result of audit findings or internal review

15.5 Continuous Improvement

The school is committed to continuous improvement in safeguarding practice.
This includes:

- reflecting on safeguarding cases and decisions
- identifying trends and patterns
- adapting systems in response to emerging risks
- ensuring safeguarding remains a priority across the school

16. Complaints and Whistleblowing

Thurgoland CE Primary School is committed to maintaining a culture where concerns about safeguarding practice can be raised openly and are taken seriously.

16.1 Complaints about Safeguarding

Concerns or complaints about safeguarding practice should be raised as soon as possible.

- Concerns about the safeguarding practice of staff should be reported to the headteacher
- Concerns about the headteacher should be reported to the Chair of Governors

All concerns will be:

- taken seriously
- investigated appropriately
- managed in line with school procedures

The school's complaints procedure is available to parents and carers and can be accessed via the school website.

16.2 Whistleblowing

Staff who have concerns about safeguarding practice or the behaviour of colleagues are encouraged to raise these concerns internally in the first instance.

The school promotes a culture where:

- staff feel confident to raise concerns
- concerns are listened to and acted upon
- there is no fear of retribution

If a member of staff feels unable to raise concerns internally, they may use the school's whistleblowing procedures or contact appropriate external agencies, including the Local Authority Designated Officer (LADO), the NSPCC Whistleblowing Advice Line or the local authority.

16.3 Escalation

If concerns are not addressed appropriately, staff must escalate concerns through appropriate channels.

This may include:

- following the school's escalation procedures
- contacting the Local Authority Designated Officer (LADO)
- seeking advice from external safeguarding agencies or safeguarding partners

Appendix 1: Types and Indicators of Abuse
All staff should be aware of the four main types of abuse and recognise that children may experience more than one form of harm.

1. Physical Abuse
Physical abuse may involve:

- hitting, shaking, throwing, poisoning, burning or scalding
- drowning, suffocating or otherwise causing physical harm

Possible indicators include:

- unexplained injuries or injuries inconsistent with explanation
- frequent injuries
- reluctance to change clothes (e.g. for PE)
- flinching or fear of physical contact

2. Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child.

This may include:

- conveying that a child is worthless or unloved
- not giving the child opportunities to express their views
- serious bullying (including cyberbullying)
- exposure to domestic abuse

Possible indicators include:

- low self-esteem
- withdrawal or anxiety
- delayed development
- excessive attention-seeking

3. Sexual Abuse
Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, whether or not the child is aware of what is happening.

This includes:
• physical contact (penetrative or non-penetrative)
• non-contact activities (e.g. grooming, online abuse, exploitation)
• sexual abuse facilitated through technology, including the creation or sharing of sexualised images

Children are more likely to know their abuser than not. Children under the age of 13 cannot legally consent to sexual activity.

Possible indicators include:

- inappropriate sexual behaviour or knowledge
- changes in behaviour
- reluctance to be alone with certain individuals
- unexplained gifts or possessions

The school recognises the serious and long-term impact of child sexual abuse and ensures that all concerns are taken seriously, recorded and acted upon without delay.

4. Neglect

Neglect is the persistent failure to meet a child's basic needs.

This may include failure to:

- provide adequate food, clothing or shelter
- protect a child from harm or danger
- ensure access to medical care
- meet emotional needs

Possible indicators include:

- poor hygiene
- hunger
- untreated medical issues
- persistent absence, severe absence or repeated lateness

Important Considerations

- Abuse can take place inside or outside the home, including online and through the misuse of technology and artificial intelligence
- Children may not recognise abuse or may be unable to disclose
- Indicators should be considered in context and over time
- Staff must maintain professional curiosity
- Staff should consider patterns, cumulative concerns and the child's lived experience when assessing risk

All concerns must be reported in line with the school's safeguarding procedures.

Appendix 2: Allegations Against Staff and Low-Level Concerns Procedure
This appendix sets out the **procedural steps** for managing allegations and low-level concerns.

1. Reporting an Allegation (Harm Threshold)
If a concern meets the harm threshold, staff must:

1. Report immediately to the headteacher
2. If the concern is about the headteacher, report to the Chair of Governors

The headteacher/Chair of Governors will:

- contact the LADO within one working day
- follow advice provided
- record actions taken

2. Initial Management
Following consultation with the LADO, the school will:

- determine whether the allegation meets the threshold
- agree next steps (e.g. investigation, referral, no further action)
- ensure appropriate safeguarding measures are in place

The school will:

- not investigate without LADO guidance
- maintain confidentiality
- record all actions clearly

3. Support
The school will ensure:

- the child is safeguarded and supported
- the staff member is informed and supported appropriately

4. Reporting a Low-Level Concern
If a concern does not meet the harm threshold, staff must:

1. Report to the headteacher as soon as possible
2. If the concern relates to the headteacher, report it to the Chair of Governors.
3. Provide a clear, factual account

5. Management of Low-Level Concerns
The headteacher will:

- record the concern

- review individually and collectively over time to identify patterns, repeated behaviours, emerging concerns or potential culture issues
- determine appropriate action

Possible actions include:

- advice or guidance
- informal discussion
- formal management action in line with school procedures
- escalation if threshold is met

6. Escalation

If there is uncertainty about the threshold:

- the headteacher will seek advice from the LADO

If staff feel concerns are not being addressed:

- they must escalate in line with school procedures or whistleblowing routes

7. Record Keeping

All allegations and low-level concerns will be:

- recorded securely
- retained in line with policy
- reviewed where appropriate to identify patterns

Appendix 3: Specific Safeguarding Issues (Detailed Guidance)
Staff should be aware of a range of specific safeguarding issues that may place children at risk of harm. These issues can overlap and may require a coordinated response.
All concerns must be reported in line with the school's safeguarding procedures.

1. Child-on-Child Abuse
Child-on-child abuse can occur both inside and outside school, including online.

This may include:
- bullying (including cyberbullying)
- physical abuse
- sexual violence and sexual harassment
- harmful sexual behaviour
- online abuse, including the creation, sharing or possession of AI-generated or digitally manipulated images
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents

The school will:
- take all concerns seriously
- ensure victims are supported and protected
- take appropriate action in response

Most cases of children hurting other children will be dealt with under the behaviour policy, but this safeguarding policy applies where the behaviour raises safeguarding concerns. Child-on-child abuse will never be tolerated or dismissed as banter, part of growing up or harmless behaviour.

2. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
Exploitation involves situations where children are manipulated or coerced into activities in exchange for something (e.g. money, gifts, status).

Indicators may include:
- unexplained gifts or possessions
- changes in behaviour
- association with older individuals or groups
- going missing from home or school
- unexplained money, devices or multiple mobile phones

3. Domestic Abuse
Domestic abuse can have a significant impact on children's safety and wellbeing.

Children may:

- witness abuse
- experience emotional or physical harm
- show changes in behaviour or emotional wellbeing

The school works with external agencies and responds to notifications such as Operation Encompass.

4. Female Genital Mutilation (FGM)

FGM is illegal and a form of abuse.

Indicators may include:

- a girl talking about a special procedure or holiday
- prolonged absence from school
- difficulty walking or sitting

Teachers have a statutory duty to report known cases of FGM to the police.

5. Radicalisation and Extremism (Prevent Duty)

Children may be vulnerable to extremist ideologies.

Indicators may include:

- changes in behaviour or beliefs
- isolation from peers
- use of extremist language

The school has a duty to prevent children from being drawn into terrorism.

6. Serious Violence

Children may be at risk of or involved in serious violence.

Indicators may include:

- persistent absence, severe absence or disengagement from education
- unexplained injuries
- involvement with gangs or groups

7. Online Safety

Risks include:

• access to harmful content
• online abuse or exploitation
• grooming
• sharing of inappropriate images
• AI-generated misinformation and manipulation
• deepfakes, synthetic media and voice cloning
• AI-generated sexualised imagery and nudification technologies

Online safety is addressed through the school's safeguarding systems and curriculum.

8. Mental Health

Mental health concerns may:

- be an indicator of abuse, neglect or other safeguarding concerns
- require additional support

The school:

- monitors wellbeing through its wellbeing register
- implements wellbeing plans
- escalates concerns through SEND or early help processes where appropriate

9. Contextual Safeguarding

Safeguarding risks may arise from:

- peer groups
- family circumstances
- the local community
- online environments

Staff consider these factors when assessing risk and planning support.

10. Additional Vulnerabilities

Some children may be at increased risk, including those who:

- have SEND
- are looked after or previously looked after
- are young carers
- experience discrimination
- have English as an additional language
- are persistently absent, severely absent or missing from education