

Lanesfield Primary School

Lanesfield Loves Learning



Safeguarding Policy

Policy Adopted: September 2025

Policy published: September 2025

Policy Review: September 2026

Lanesfield Safeguarding and Child Protection Policy

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Safeguarding Definition

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

(The term children includes everyone under the age of 18.)

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed. At Lanesfield we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that may worry them. We will always act in the best interest of the child.

Related Policies

Our policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply staff working in our school. It will be reviewed at least annually by the GB/MC/P, and is in line with our WSCB local procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements.

Other policies that may be referred to within this policy include:

- Attendance and punctuality
- Admissions
- Anti-bullying
- Educational Visits
- Visiting Speakers
- Code of Conduct
- Safer Recruitment
- Behaviour Policy
- Equal Opportunity
- Management of Allegations
- PSHE
- E-Safety
- Children Missing education
- Whistleblowing
- SRE - Sex Relationship Education
- British Values

- Intimate care
- Physical intervention

Our policy aims

At Lanesfield we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

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

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- To ensure consistent good practice across the school; and
- To demonstrate our commitment to protecting and supporting our vulnerable children, children who need support through early help, children in need and children who have a child protection plan.
- To ensure children recognise when they are at risk and how to get help when they need it.

All staff at Lanesfield recognise the importance of sharing any concerns they have about a child with the Designated Safeguarding Lead. Staff also recognise that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Principles and values

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

We will adopt a 'child-centred' approach to safeguarding and child protection and we will act in the 'best interests' of our children

We ensure that everyone is aware of their safeguarding responsibilities

We provide staff, volunteers and governors with the framework, training and support they need in order to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care.

This is outlined clearly in our school vision.

"Lanesfield is a school with a unique atmosphere and endless opportunities. Where people arrive with an array of passports and every child is known as an individual.

We pack our bags with an open mind and a resourcefulness to exceed beyond expectations

Our moral compass guides us as we voyage through our learning adventure. We instil the belief that we can overcome obstacles in our path, growing stronger and more resilient everyday as Lanesfield Loves learning.

Hand in hand, we encourage each other to break the mould in our mission to ensure we embrace the world of work ready and prepared. We aim for the stars and take charge of our destiny, as people who have big ideas can change the world. We recognise that the sky is not the limit as there are footsteps on the moon.

Every day will be a new learning experience, a new adventure and an opportunity to stamp our Lanesfield passport along the way.

Come with us, pack your bag - a great future starts here

Promise: To ensure our children come first in everything we do.

We recognise that children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms

Roles and Responsibilities

Governing Board (PART TWO - KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2025)

Our Safeguarding Link Governor is Mrs K Budding

Our Co-Chair of Governors are Mrs K Budding and Hannah Langhorn

Our Board will ensure they comply with their duties under legislation, they will have regard to 'Keeping Children safe in Education' September 2025 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times

Our school Head Teacher is the designated safeguarding lead who takes leadership responsibility for our school's safeguarding arrangements.

Our GB will ensure:

- Safe guarding policies - Appropriate Safeguarding policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Designated safeguarding lead (DSL) - That they appoint an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead.
- Inter-agency working - That our school contributes to inter-agency working in line with statutory guidance working together to safeguard children.
- 'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' This includes allowing practitioners to share information without consent.'
- Staff training - That all staff members undergo safeguarding and child protection training at induction and that the training will be regularly updated.
- Online Safety - Appropriate filters and appropriate monitoring systems are in place and take care that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Opportunities to teach safeguarding - Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

NOTE - Tutorials for maintained schools - through sex and relationship education (SRE).

- Inspection - They are familiar with the Ofsted New Common Inspection Framework and safeguarding: Inspecting safeguarding in early years, education and skills settings.
- Safer recruitment - They prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children,

taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

- *Managing allegations* - There are procedures in place to handle allegations against teachers, head teachers, principals, volunteers and other staff.
- *Allegations of abuse made against other children* - That staff should recognise that children are capable of abusing their peers. Our GB will ensure that our safeguarding/child protection policy includes procedures to minimise the risk of Child on Child abuse and sets out how allegations of Child on Child abuse will be investigated and dealt with.
- *The child's wishes* - The child's wishes and feelings are taken into account when determining what action to take and what services to provide. At Lanesfield Primary pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.
- *Looked after children* - That staff have the skills, knowledge and understanding necessary to keep looked after children safe and that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- *The designated children* - They appoint a designated teacher (Mrs S Abley) to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- *Virtual school heads* - The designated teacher works with the virtual school head (Mr D Martindale) to discuss how looked after children funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- *Children with special educational needs and disabilities* - Our safeguarding/child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.

**NOTE: For more detailed information please refer to KCSIE 2025 Part 2
Designated Safeguarding Lead (ANNEX C KCSIE 2025)**

Our DSL is Mrs Z Rollinson

Our Deputy DSL/s are Mrs S Davidson, Mrs S Abley and Lucy Walker

At Lanesfield the designated lead in line with Keeping Children Safe in Education 2025 is expected to:

- Manage referrals

- Work with others
- Undertake training
- Raise awareness
- Ensure a child's protection file is transferred to the new school/college as soon as possible.
- Be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Be aware of pupils who have a social worker
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff

NOTE: For more detailed information please refer to KCSIE 2025 Annex C.

At Lanesfield we ensure to always have a fully trained safeguarding lead on site. To support this we have 4 fully trained deputy safeguarding leads. As part of the Head Teachers report a safeguarding report is completed for Governors.

All staff

The Teacher Standards (2012- updated June 2013) state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. We extend this level of duty to include all of the staff and volunteers who work at Lanesfield school.

- All staff have a responsibility to provide a safe environment in which children can learn;
- All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed; we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these into account when making plans to support pupils who have a social worker. All pupils who have a social worker are supported by a dedicated DSL or DDSL.
- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children;
- During induction all staff members will be made aware of the systems within our school/college which support safeguarding and these will be explained to them as part of their induction. This includes: the safeguarding/child protection policy; the staff behaviour policy/code of conduct; KCSIE 2023, role of the DSL and the names of the designated safeguarding lead and deputies. (Please refer to our Induction policy and procedures);
- All staff members will receive appropriate safeguarding/child protection updates regularly, but at least annually;
- All staff members will be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection;

- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child and talk to the DSL;
- Staff should ensure that if a child has made a disclosure, they are aware that the information will only be shared with the DSL and other adults that wish to keep them safe, in an age appropriate manner. Under no circumstances, should staff agree to keep information a secret, even if they intend to share it; and
- A child going missing from an education setting is a potential indicator of abuse or neglect. Staff members should follow the school procedures for dealing with children who go missing, particularly on repeat occasions. This includes reporting concerns of absence.

Volunteers, work experience and students:

The DSL will explain the responsibility of reporting any concerns about children's safety and welfare to the DSL or Deputy DSLs. Further, they will be briefed on the school's confidentiality policy and the code of conduct that we expect from all in our school.

Therefore volunteers and students have the responsibility to:

- Work within the school's code of conduct, KCSIE 2023, safeguarding/child protection policy and confidentiality/information sharing expectations; and
- Immediately share any concerns about a child's welfare with the DSL.

Parental Responsibilities

At Lanesfield we have an open door policy where we encourage parents to share any concerns regarding their own children or any other child/children who they feel may be at risk of harm. All concerns will be explored in a sensitive and timely manner. Parents /carers should ensure their child attends school and that they arrive on time and are collected on time.

We expect parents/carers to notify us of any changes in family circumstances and inform us of any changes of address and contact numbers.

Children's Responsibilities

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best and to talk freely about any concerns or worries. We provide opportunities that enable our children to take and make decisions for themselves. At Lanesfield we ensure children are taught to recognise when they are risk and how to get help when they need it. Children will always be taken seriously and listened to if they seek help from a member of staff. Our school encourages all pupils to share any worries or concerns with any adult in the school at any time.

Confidentiality and Information sharing

Our school adopts the principles outlined in the DfE Information Sharing Guidance (July 2018) and follows the General Data Protection Regulation (GDPR) 2018 Guidance which incorporates details in Data Protection Act 2018

We recognise that all matters relating to child protection are confidential. The Head Teacher or DDSLs will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other statutory agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe. All information and data is stored securely and any information or data is shared on a need to know basis.

Communication with Parents

Our school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm;
- Place a vulnerable adult at risk of harm; and
- Compromise any enquiries that need to be undertaken by children's social care or the police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

We will share a range of podcasts and offer training opportunities throughout the year for parents to take part in. In the best interests of safeguarding children there may be occasions when the school has to consult with other agencies without a parent or carer's prior knowledge. Our first concern and responsibility is the child's welfare and we have a duty to protect children first and always. Such consultation may result in a formal referral which could prompt visits from social care and/or the police. We fully understand that this can be a very distressing set of circumstances. Our school will follow the procedures required by the Wolverhampton Safeguarding Children Board.

Our school will employ the services of an interpreter if required.

Mental health and possible links with safeguarding and child protection

- All staff at Lanesfield are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.
- Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue following the normal safeguarding procedures.
- Lanesfield primary has two mental health leads: Head Teacher Mrs Z Rollinson and SEND lead Mrs S Abley. Both are contactable through details at the start of the policy.

Types and signs of abuse

All staff and volunteers are familiar with the types and signs of abuse, they are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

All staff are expected to be vigilant and employ professional curiosity at all times, taking account of the following.

Staff recognise harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.'

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Some signs:

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well - defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered in hot weather
- Reluctance to remove clothing for PE or swimming

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Some signs:

- Physical, mental or emotional development delay
- Abnormal attachment to parents/carer
- Low self-esteem
- Lack of confidence
- Over-reaction to making mistakes
- Fear of new situations
- Fear of parents being contacted
- Self-harm

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as Child on Child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it, (see paragraph 49 KCSIE 2023)

Some signs:

- Aggression
- Withdrawn
- Self-harming, including eating disorders
- Distrust of familiar adult
- Wetting or soiling day and night
- Fear of undressing for sport or swimming
- Sleep disturbances or nightmares
- Apparent secrecy about social activities or special friends
- Inappropriate sexualized conduct
- Drawings of sexual behaviours
- Sexually explicit behaviour

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from

home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some signs:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- neglect of or unresponsiveness to a child's basic emotional needs
- Under weight for age
- Hungry
- Tired
- Poor state of clothing for the child's size, weather or time of year
- Persistently dirty with a body odour
- Frequent lateness or non-attendance
- Compulsive stealing or scavenging
- Poor health and untreated medical problems
- Lack of immunisations
- Frequently missed medical appointments

The list of signs is not an exhaustive list.

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

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy. This should be reported following the same procedure and also concerns shared with sendco for advise from a medical point of view.

If staff recognise any of these signs they should not presume that the child is being abused, but MUST report their concerns to the DSL or DDSL.

Children Missing from Education now Children who are absent from School

KCSIE (2025) paragraph 175 has developed the phrase 'Children Missing Education (CME)' to: 'Children who are absent from school'. Children who are missing education are seen as a sub-group of those who are absent.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Staff at Lanesfield recognise that knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

Our staff will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Our school has appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Our school has an admission and attendance registers. We monitor attendance carefully and address poor or irregular attendance without delay. All pupils are placed on both registers. Any children that does not arrive or send a message to explain why will be contacted by the School attendance officer (Sally Beasley) so a reason can be ascertained and school can have confirmation that the child is safe. Persistent attendance is tracked closely and can result in a school parent contract or even court proceeding if concerns and issues are not addressed.

All parents are expected to ensure that school has at least 3 emergency numbers and three contacts. Our school will inform the local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

Our school will notify the local authority if it is to remove a pupil from its register for any of the five grounds above. This will be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

In response to the guidance in Keeping Children Safe in Education (2025) and to recap points above Lanesfield has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM, Breast Ironing and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

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

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

Child Sexual Exploitation (CSE)

Statutory definition of Child Sexual Exploitation - DFES

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

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

Potential vulnerabilities include:

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

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

Our staff will report any concerns regarding Children at risk of CSE to the DSL.

Mrs Rollinson and Ms Clifford-Chapman have completed training on Child sexual exploitation.

Wolverhampton CSE Co-ordinator is Sandeep Gill

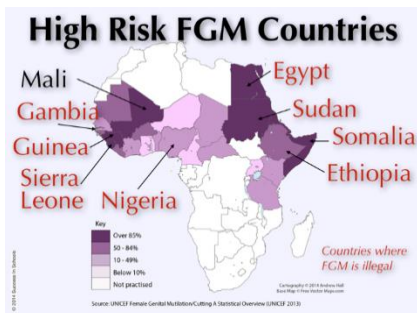
'Honour based Abuse'

So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and will be handled and escalated as such. If staff have any concerns they will speak to the designated safeguarding lead as a matter of urgency. If FGM is disclosed an instant referral must be made by teachers. All teachers are aware of the mandatory duty to report FGM.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#)

The serious crime act 2015 sets out s duty on professionals to notify police when FGM appears to have been carried out on a girl under 18. In schools this would normally come from a disclosure. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)



At Lanesfield teachers must also report their concerns and share the information with the DSL following the school's procedures for recording and reporting. The teacher will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

Legal duty to report Female Genital Mutilation and procedures to follow:

All staff at Lanesfield are aware that in *Keeping Children Safe in Education* (2025), paragraph 44 states 'whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police'. (See <http://safeguarding.link/fgmreporting>)

The mandatory reporting procedures say: 'It is recommended that you make a report orally by calling 101, the single non-emergency number.' However, 'where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'.

In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

Risk factors for FGM include:

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

Some warning signs:

- Difficulty walking, sitting or standing;

- Unusual behaviour after an absence from school;
- Age of the young girl (0-15 years);
- A young girl may visit the bathroom more frequently or spend more time than usual in the bathroom;
- A young girl may have frequent, urinary, menstrual or stomach problems;
- Prolonged or repeated absence from school;
- A young girl may try to avoid PE lessons;
- Talking about pain or discomfort between her legs
- Travel to a country known to practise FGM (School holiday times);
- An Elder family member visiting from a country known to practise FGM;
- Over hearing conversations related to FGM;
- A young girl may disclose, ask questions or ask for advice;
- Reluctance to undergo normal medical examination; and
- Girls that are withdrawn from PSHE or SRE.

Breast Ironing

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting upto 3.8 million women across Africa.



Breast ironing is a form of physical and honour based abuse and that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2019) mentions breast ironing on page 54, as part of the section on so-called 'Honour Violence'. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead

as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate. At Lanesfield teachers must also report their concerns and share the information with the DSL following the school's procedures for recording and reporting. The teacher will be supported by the DSL to fulfil their duty to report cases to the police and social care.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmuffco.gov.uk.

Legal Age to Marry

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Further Guidance and Information on HBV, FGM and Forced Marriage - indicators and actions

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Schools and colleges can play an important role in safeguarding children from forced marriage. Our staff are familiar with the issue of forced marriage, Honour Based Violence and FGM.

If staff have any concerns regarding FGM, Forced Marriage and Honour Based Violence they will report to the DSL. The DSL will support the individual teacher to fulfil their duty to report to the police and/or social care.

Voyeurism (offences) Act 2019

Voyeurism (offences) Act 2019 s this act needs consideration and all staff need to know that placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without permission is an offence and covered under the new voyeurism

(offences) act 2019. Sometimes this is referred to as 'upskirting'. It applies equally whether men or women are wearing kilts, cassocks shorts or trousers.

Preventing Radicalisation

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (The 'prevent duty'), in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

At Lanesfield we will:

- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology;
- Work in partnership with parents, children, families and statutory agencies;
- Assess the risk in our local area and as a minimum our DSL will undertake Prevent awareness training to provide advice and support to other members of staff on protecting children from the risk of radicalisation; and
- Ensures that suitable filtering and monitoring is in place. Our pupils are taught to stay safe on-line. Our E-safety is integral to the schools IT curriculum.

Early indicators of radicalisation or extremism may include:

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

At Lanesfield, we aim to build the children's resilience to radicalisation by providing a safe environment and through particular aspects of the curriculum including SMSC, British Values, PSHE, SRE and Citizenship.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched 'Educate against hate' a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Channel

Our staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel Guidance](#).

E-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Our staff will co-operate with local Channel panels as required. The Wolverhampton Prevent Team (West-Midlands Counter Terrorism Unit) can be contacted on: 101 select option 3 and then 8713036

If you want to discuss your concerns prior to sending the channel referral form, please ring Gareth Thomas on 101 x 871 3032 (07764 629768), Pamy Sandhu on 101 x 871 3033 (07765 295937) or Alison Potts on 101 x 871 3033 (07391 019552).

Child on Child Abuse

At Lanesfield staff are aware that safeguarding issues can manifest themselves via Child on Child abuse and we have clear procedures in place to minimise this risk so that children can confidently report abuse, knowing their concerns will be treated seriously. Any allegations will be taken seriously and recorded as peer-on-peer abuse. They will be recorded using my concern and dealt with following the normal safeguarding procedures and following clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported;

This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.
- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously; and
- abuse in intimate personal relationships between peers;
- a recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported;
- Sharing nudes and semi-nudes (previously known as 'sexting')

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with Child on Child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

At Lanesfield we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

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

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

The allegation:

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

At Lanesfield we will support the victims of Child on Child abuse by MARF prompt action is taken and support is given by the behaviour worker and outside support agencies.

Referral under safeguarding arrangements may be necessary, key specific considerations will include:

- The age, maturity and understanding of the children; and
- Any disability or special needs of the children

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

At Lanesfield we identify pupils who might need more support to be kept safe or to keep themselves safe by:

Using a range of ways to self-register so that all children can express feelings. Regular PSHE and child safety assemblies detailing NSPCC resources.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Sexual violence and/or sexual harassment (see KCSIE (2025), pages 112/113)

At Lanesfield we recognise the additional details within KCSIE to consider confidentiality and anonymity. We always follow school policy and consider the impact of the child's wishes against the need to safeguard and prevent situations where sexual harassment or violence could occur or reoccur and we consider the potential impact of social media breaching confidentiality.

Risk Assessments following any reports of sexual violence or Harassment.

Any reports of sexual violence or sexual harassment include the time and location of the incident. Subsequent risk assessments include any actions required to make the location safer.

Impact on any siblings

At Lanesfield we recognise the importance to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Child Criminal Exploitation

Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Allegations against other children which are safeguarding issues

Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and sexting. Other gender issues that can be prevalent when dealing with Child on Child abuse could, for example, include girls being sexually touched or assaulted or boys being subject to initiation or hazing type violence. It is also likely that incidents may involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a child, some of the following features will be found. If the allegation:

Is made against an older child and refers to their behaviour towards a younger child or a more vulnerable child;

- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other children in the school;
- Indicates that other children may have been affected by this child; and
- Indicates that young children outside the school may be affected by this child.

Examples of safeguarding issues against a child could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol; and
- Initiation and hazing violence.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation; and
- Cyber-bullying.

Sexual Abuse including sexting and gender based violence

- Indecent exposure, indecent and inappropriate touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting; and
- Initiation and hazing violence.

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight); and
- Photographing or videoing other children performing indecent acts.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

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

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

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

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

In May 2024, the Victims and Prisoner's Act received Royal Assent. This places a statutory duty on all police forces in England and Wales to participate in Operation Encompass.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Lanesfield Primary are part of the operation encompass program and act on referrals made into school and share relevant information with para-professionals

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

Definition - Domestic Abuse

The definition of domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Prevention, assessing and minimising the risks

At Lanesfield we will minimise the risk of allegations against other children by:

- Providing a developmentally age appropriate PSHE, SRE, British Values curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe;
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness, protective behaviours and keeping safe to those children identified as being at risk;
- Developing robust risk assessments & providing targeted work for children identified as being a potential risk to other children; and
- Training and awareness sessions will be provided for staff.

Procedure to manage Child on Child allegations

- When an allegation is made by a child against another child, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) will be informed;
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DSL should contact social care/multi-agency agency safeguarding hub (MASH) to discuss the allegation and seek advice;
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, this will be referred to the multi-agency agency safeguarding hub MASH where the police will become involved;
- Following advice from Social Care and/or the police, parents of both the child being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both children's files;
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures;
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour procedures;
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan; and

- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Support and care

At Lanesfield we recognise and understand that Child on Child allegations will be very distressing situations for all concerned - children, family members and staff. We will seek to provide any support required and make any necessary referrals for counselling and support services.

Other types of abuse to be aware of include:

- Bullying including cyber-bullying
- Children Missing education
- Children missing from home or care
- Child sexual exploitation
- Domestic abuse
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the Designated Safeguarding Lead.

Private Fostering Arrangements

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

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

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

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

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

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

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

Advice - What to do if a child Discloses

All staff at Lanesfield will also refer to 'What to do if you are worried a child is being abused' DfE March 2015

DO's

- Keep an open mind;
- Reassure;
- Listen carefully;
- Work at the child's pace;
- Where appropriate, ask only open questions in a non-leading way & clarifying the facts, don't interrogate;
- Explain your actions;
- Record accurately and quickly using child's words/action -use **My concern platform**;
- Record a my concern and pass all the information on to the DSL, or the deputy DSL immediately/soon as possible, the same day, prior to leaving;
- At all times, keep children and young people safe;
- Treat everyone with respect;

- Create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like;
- Report all inappropriate and/or abusive activities, including ridicule or bullying;
- Familiarize yourself with the school's code of conduct, and other related policies;
- Demonstrate positive behaviours you wish others to follow;
- Treat all health and safety concerns as emergencies and report them immediately;
- Follow the schools procedures for reporting safeguarding and welfare concerns;
- Follow the schools procedures for reporting all allegations against staff, carers and volunteers; and
- Look after yourself & ask for support.

DON'Ts

- Make false promises;
- Interrupt/Interrogate/Investigate;
- Assume e.g. this child tells lies/good imagination;
- Make suggestions about what is being said;
- Speculate or accuse anyone;
- Show anger, shock etc;
- Tell the child to go and speak to someone else;
- Discuss with parent/carers without speaking to the DSL, or their deputy;
- Forget to record accurately and/or pass on to DSL, or the deputy
- Discuss with any other staff before speaking to DSL, or deputy;
- Leave any related written information laying around;
- Jump to conclusions about people's behaviour without knowing the facts;
- Investigate an allegation of child protection concern yourself;
- Make suggestive (what could be seen as suggestive) remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter with or in front of children and/or young people;
- Create 'intense' personal relationships with a child/young person/s;
- Give any personal details about yourself or others, to a child/young person, unless this has been agreed with a senior member of staff for a specific reason;
- Allow children/young people to have access to your personal activities, including social networking sites;
- Have inappropriate physical contact with children/young people, this includes whilst playing games;
- Engage in any sexual activity (even consensual) with a child/young person under the age of 18 years who is attending any educational establishment;
- Intimidate, threaten, coerce or undermine others; and
- Believe that safeguarding matters are someone else's business and responsibility & it is & it's also yours.

Recording and Reporting Concerns and Disclosures

At Lanesfield we have clear procedure for reporting any concerns. My Concern is our main recording process.

All child protection concerns are reported on my concern our digital reporting platform. Prior to or following this action verbally report that a concern has been logged. DSL accesses daily and carries out any necessary action. At times advice may be sort from the Wolverhampton Hub. This could result in a Multi-agency report form = M.A.R.F referral or result in a request from social services to keep a child in school until permission is gained from Wolverhampton safeguarding team to go home.

Making a referral to children's social care-Points to be considered Child Protection Procedures

Upon receipt of a school concern form the DSL will make a decision and seek advice to determine whether the concern/disclosure meets a threshold for support

The DSLs will consider:

Is this a child with unmet needs where health, development or achievement may be affected? Wolverhampton Supporting Children' Model says practitioners should form a Team around the Family (TaF) and complete an Early Help Assessment (EHA) when:

- *Age appropriate progress is not being made and the causes are unclear; or*
- *The support of more than one agency is needed to meet the child or young person's needs.*

If this is a child with additional needs the DSL or deputy will discuss the issues with the child's parents/carers. The DSL will obtain parental consent for an Early Help Assessment to be completed.

Is this a child in need? Section 17 of the Children Act 1989 says:

- *The child is unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development;*
- *The child's health or development is likely to be impaired, or further impaired without the provision of such services; and*
- *The child has a disability.*

Is this a Child Protection matter? Section 47 of the Children Act 1989 says:

- *Children at risk or who are suffering significant harm;*
- *Children suffering the effects of significant harm; and*
- *Serious health problems.*

All concerns, child with unmet needs, Child in Need and Child Protection matters, should be discussed with the Designated Safeguarding Lead and will need to be assessed and referred using the correct channels by the school as soon as possible. It is important to recognise anybody can make a referral where they believe a child to be in imminent danger or at risk of harm

Where a case reaches the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which impair the child's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Making a Referral

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and /or the police immediately.

Anybody can make a referral. Although, where a child is registered at school, consultation should take place with the school's DSL or Deputy, who will often be the most appropriate person to initiate any referral. A written record of the concerns should be made using the schools internal recording form. This should be used to aid in the decision-making process if a referral is needed to the MASH/Central Referral Hub.

For referral to the MASH/Central Referral Hub, phone 01902 555392 and speak to a social worker. Any action will need to be followed up with a written confirmation on the MARF (Multi Agency Referral form).

Out of hours: 01902 55299

Children's Wishes

Children's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Staff members do not promise confidentiality and always act in the best interests of the child.

Record Keeping

At Lanesfield will be recorded on my concern. Paper based files will not be used to support confidentiality. Historical paper based files will be uploaded to my concern.

If a child moves school, our school will transfer the files, wherever possible, this will be done in person if not the file will be transferred securely and our school will obtain a receipt from the receiving school.

Looked After Children And The Virtual School Head Teacher

Our Looked after children lead is Mrs S Abley

Our LAC lead will undertake any relevant training to update their skills, understanding and knowledge enable them to keep our looked after children safe. Our Looked after children lead will promote the educational, physical, social and emotional welfare of children who are looked after.

Our LAC Lead will ensure:

- They are aware of the legal status (interim care order, full care order, voluntary arrangements of any looked after child at Lanesfield;
- They obtain information regarding, contact arrangements with birth parents or those with parental responsibility;
- They obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her;
- They obtain the name of the child's social worker;
- They obtain the name and contact details of the virtual head in the local authority that looks after the child; and
- They liaise with the virtual school Head Teacher to discuss how the funding for that child can be best used to support the child's need outlined in the personal education plan.

At Lanesfield we recognise the Virtual Headteacher has responsibility to promote the education of children who have a social worker and Mrs Abley works closely with Class teacher and virtual head teacher to report progress of targets.

Children With Special Educational Needs And Disabilities

At Lanesfield we are aware that children with special educational needs and disabilities may face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- Communication barriers and difficulties in overcoming these barriers.

At Lanesfield we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, for example we use pecs system to support communication and have two members of staff who have multi-lingual skills to support use of home language.

Children who are lesbian, gay, bi, or trans (LGBT)

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Lanesfield school, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to by ensuring all children have three trusted adults they can name. All children are aware of the DDSL and DDSL adults in school and their role.

Induction

All staff members will undergo safeguarding and child protection training at induction. The training will be regularly updated. Induction and training provided will be in line with advice from the WSCB. Upon appointment and starting the new post, new staff, students and volunteers will be issued with an induction pack, safeguarding policy, Keeping Children Safe in Education - Part 1, annex A and annex B, Whistleblowing policy, code of conduct and other relevant safeguarding information. They will sign to say that they have received it, read and understood it. A meeting will be arranged on appointment to clarify and check understanding and to respond to any questions.

Training

Designated Safeguarding Lead

Our designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

Our designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands our school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support our school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Furthermore, at Lanesfield we are supported through a Safeguarding consultant and carry out briefing meeting each term working together to review and adapt policy.

Staff Training

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but annual training is carried out annually, to provide them with relevant skills and knowledge to safeguard children effectively. Our G/P/MC recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and Safeguarding protection policy.

Governor Training

Members of the Governing Board at Lanesfield all take part in safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is annually regularly updated and discussed in governors meeting.

Safer Recruitment Training

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Safer Working Practices

Our school has a code of conduct, all staff and volunteers are issued with this at induction.

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open;
- Make sure that other adults visit the room occasionally;
- Avoid working in isolation with children unless thought has been given to safeguards;
- Must not give out personal mobile phone numbers or private e-mail addresses;
- Must not give pupils lifts home in your cars;
- Must not arrange to meet them outside of school hours; and
- Must not chat to pupils on the social websites.

Under the Sexual offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint of pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Safer Recruitment

In order to create a safe environment for our children our school will adopt the safer recruitment procedures that help deter, reject or identify people who might abuse children, outlined in part 3 of Keeping Children Safe in Education 2025.

Our school will ensure that at least one member of any recruitment panel has received safer recruitment training.

Our school adheres to statutory responsibilities to check staff who work with children, making decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised.

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional on satisfactory completion of the necessary pre-employment checks and satisfactory references. Upon appointment of new staff our school will:

- Verify a candidate's identity;
- Obtain (via the applicant) an enhanced DBS certificate(including barred list information, for those who will be engaging in regulated activity);
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- Verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate;
- Verify professional qualifications, as appropriate.

Our school understands that it is a criminal offence to allow any individual who is barred to carry out any form of regulated activity. Our school will comply with the legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Our school makes decisions about the suitability of any prospective employees based on checks and evidence including; criminal record checks (DBS), barred list checks and prohibition checks together with references and interview information.

Consideration is given to the regulated activity prospective employees will be engaged in. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- Will be responsible, on a regular basis in a school, for teaching, caring for or supervising children;
- Will carry out paid or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; and
- Engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have opportunity for regular contact with children who are not engaging in regulated activity, the school requires an enhanced DBS certificate, which does not include a barred list check.

For anyone appointed to carry out teaching work, an additional check will be undertaken to ensure they are not prohibited from teaching.

(Independent, Academies and Free schools only)

For anyone appointed to a management position an additional check will be undertaken, called Section 128 direction, to ensure they are not prohibited or restricted from taking part in the management of the school.

A European Economic Area (EEA) check will also be completed if required to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed.

Our school keeps a Single Central Record that complies with all the requirements. It is monitored by the Headteacher and/or Chair of Governors at regular intervals.

The Single Central Record covers the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;

- Volunteers;
- Governors; and
- Agency and third-party staff

The following information will be recorded on the Single Central Record:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A section 128 check
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

Our school will obtain written confirmation that the employment business supplying staff has carried out the relevant checks and obtained the appropriate certificates.

All applicants **MUST** show their current original DBS certificate to the school as soon as they take up post.

Management of Allegations

Our school has adopted the LA 'Grey Book' Managing Allegations Policy.

Our policy complies with the guidance set out in Part four of Keeping Children Safe in Education 2025.

All allegations of abuse of children carried out by any staff member or volunteer will be taken seriously. If an allegation is made regarding a member of staff or volunteer, the following will be considered:

Has the member of staff/volunteer:

- Behaved in a way that has harmed a child, or may have harmed a child?
- Possibly committed a criminal offence against or related to a child?
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children?

At Lanesfield school we recognise the possibility that adults: teacher, supply teacher, other staff, volunteers, governors or contractors, working in the school may harm children.

Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by state method of contact.

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

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

Allegations

It is an allegation if the person^x has:

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

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

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

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person^x has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Schools should ensure that their Code of Conduct is clear about what low-level concerns are and why it is important that such concerns are shared.

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

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

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- names of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(x if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

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

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

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

If an allegation is made against a member of staff or volunteer the head teacher must be informed immediately or as soon as possible within 1 working day and he or she must contact the Designated Officer (Kevin Edgar) immediately to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

If an allegation is made against the head teacher or principal, the chair of governors, chair of the management committee or proprietor of an independent school must contact the Designated Officer (Kevin Edgar) immediately or as soon as possible within 1 working day to discuss the allegation to consider the nature, content and context of the allegation and agree a course of action.

Our procedures and approach to dealing with allegations will be applied with sensitivity and common sense. Our school will exercise its duty of care to employees, we will act appropriately to manage and minimise the stress inherent in the allegation process. Our school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

At Lanesfield we understand that there is a legal requirement for employers to make a referral to the DBS where we think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up and a referral to the DBS must be made, if the criteria are met.

The Designated Officer in Wolverhampton is Kenny Edgar contact 01902 550661.

Whistleblowing

All staff, volunteers and parents at Lanesfield should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime and such concerns will be taken seriously by our Head Teacher, governing body and senior leadership team. Our school has adopted the local authority Whistleblowing policy and appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with our Head Teacher, governing body or senior leadership team.

Where a staff member feels unable to raise an issue with our Head Teacher, governing body or senior leadership team or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them, for example:

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 a line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Curriculum Voyeurism (offences) Act 2019

Child safety issues and child protection will be addressed through the curriculum where appropriate, especially through PSHE, Computing and E-Safety, Citizenship, Sex and Relations Education (SRE) and British values.

We use a variety of resources and approaches to teach the children how to keep themselves safe, build their resilience and manage risks.

The curriculum, and in particular the personal, social and health education development strand of the curriculum, includes an emphasis on relationships (relationships and sex education), building confidence and resilience in pupils and in developing preventative strategies to ensure their own protection and that of others. Opportunities are provided for pupils to develop the skills and strategies they need to stay safe from abuse, including age appropriate discussions about healthy

relationships, their bodies and being able to say no to requests that they do not want to carry out. Clear advice and guidance is built into the curriculum to ensure that pupils understand that there is a range of contacts they can turn to for advice and support and that they know where and how to report abuse.

Our school teaches the children how to keep themselves safe through;

- Safeside visit
- Cycling Proficiency
- Swimming lessons
- Educational Visits
- PCSO s Talks on Bullying, Cyber-bullying, Stranger Danger, Firework and Park Safety
- PSHE/ Assemblies
- SRE/ School Nurses
- British Values/ Virtues and Values s Lanesfield
- NSPCC workshops
- Half termly E-safety assemblies

Through the school's curriculum the children have the opportunity to go on school trips and residential visits to enhance their learning. All off site visits are recorded. Permission slips and medical forms are collected and kept with the office and the lead member of staff. Risk assessments are completed and filed within the 'Visits Folders' and monitored by EVO Lucy Walker and Debbie Martin.

(See Educational Visits Policy for further information.)

E-Safety curriculum and computing, use of mobile technology (See separate policies for further information)

Children at Lanesfield are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

The E-Safety lead is Mrs S Davidson

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view of grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it is already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults or other children for circulation (happy slapping).

At Lanesfield we manage this risk by:

"Ensuring when children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we have clear filters in place supported by local authority. Additionally, teachers create clear links to relevant sites for each learning opportunity directing and guiding students during remote learning.

As well as following best practice to protect pupils by making pupils aware of the dangers through curriculum teaching particularly computing and IT lessons, PSHE and SRE. We also offer free internet courses and post online guidance to parents recognising that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

Filtering and monitoring

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include specify those that are in use:
 - Physical monitoring
 - Live software monitoring
 - Monitoring user logs
 - Monitoring individual devices
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.
- Each year at Lanesfield a designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. This annual event is supported by half termly monitoring carried out by the Head Teacher and IT support Form Concoro. Additionally, we also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns included in annual safeguarding updates.
- All our staff have taken part in annual cybersecurity training

Additionally at Lanesfield

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not give out personal details, phone numbers, schools, home address, computer passwords etc; and
- Pupils should adhere to the school policy on mobile phones.

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices (See separate policies for further information)

Unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorized publishing of such materials on a website which causes distress to the person(s) concerned will be considered a breach of school discipline, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed the police will be informed.

We recognize that many aspects of the curriculum can be enhanced by the use of multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All Parents & Visitors are asked not to use mobile phones to take pictures or make video recordings of children and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents / visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils.

School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

Monitoring Policy And Practice

Our Safeguarding policy and procedures will be reviewed annually or sooner if required. All staff and stakeholders may contribute to the development of our policies and procedures.

Out-of-school Providers

When school hosts out-of-school providers on our premises, we recognise that whilst the provider is responsible for their own safeguarding and child protection policies and procedures, Lanesfield may refer any concerns they have about the provider to the local authority.

Our policy will be published on our website and paper copies are available upon request.

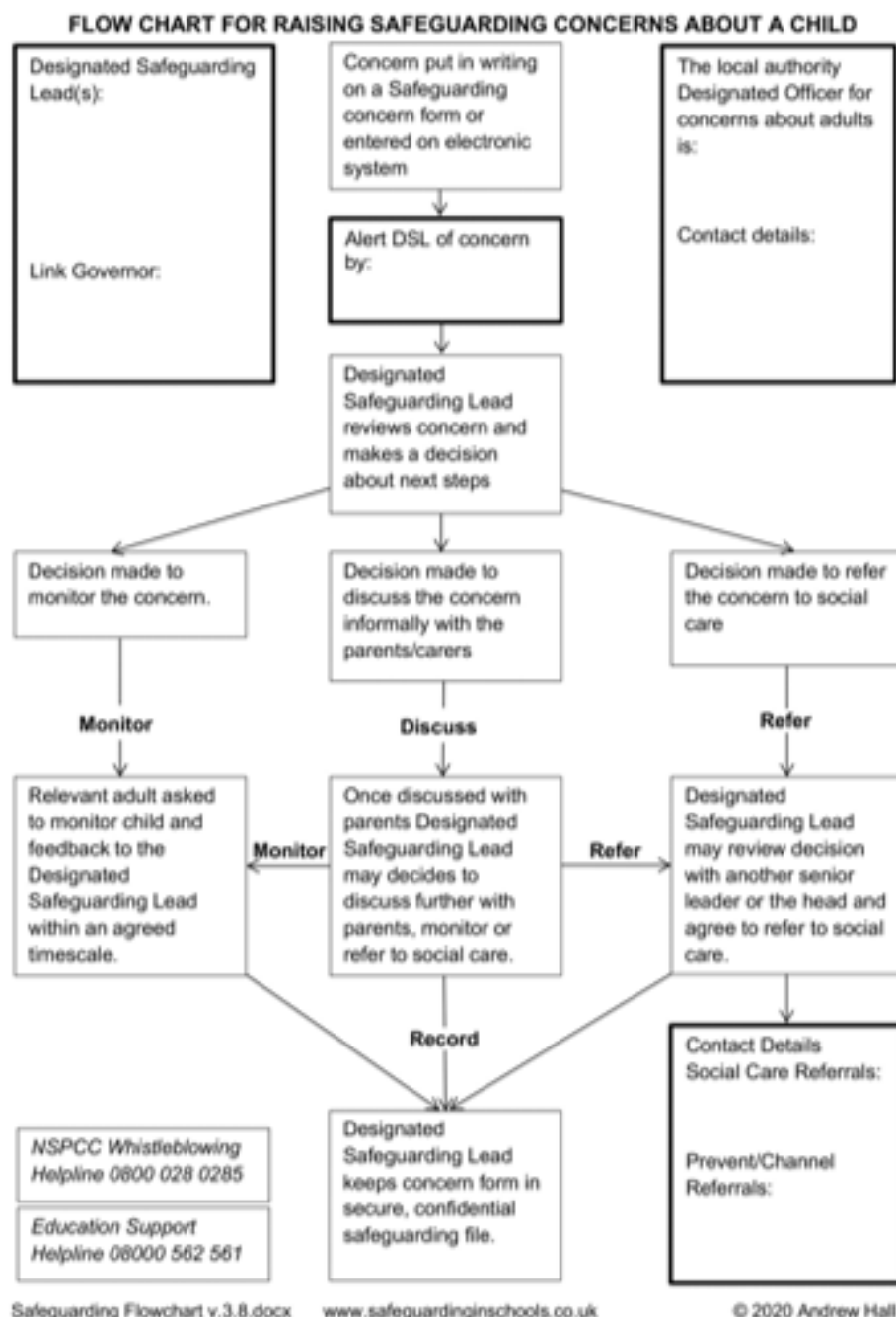
The review of the safeguarding policy has been supported by resources from Safe Guarding Consultant - Andrew Hall and membership of Safeguarding pro - office@safeguardingschools.co.uk

National online safety members to support online safety. NOS Certified School Community Package

Support from Local Authority Service level agreement consultant

Appendix 3

(Note I can't include this out as an editable file because it doesn't keep its formatting. Sorry.)

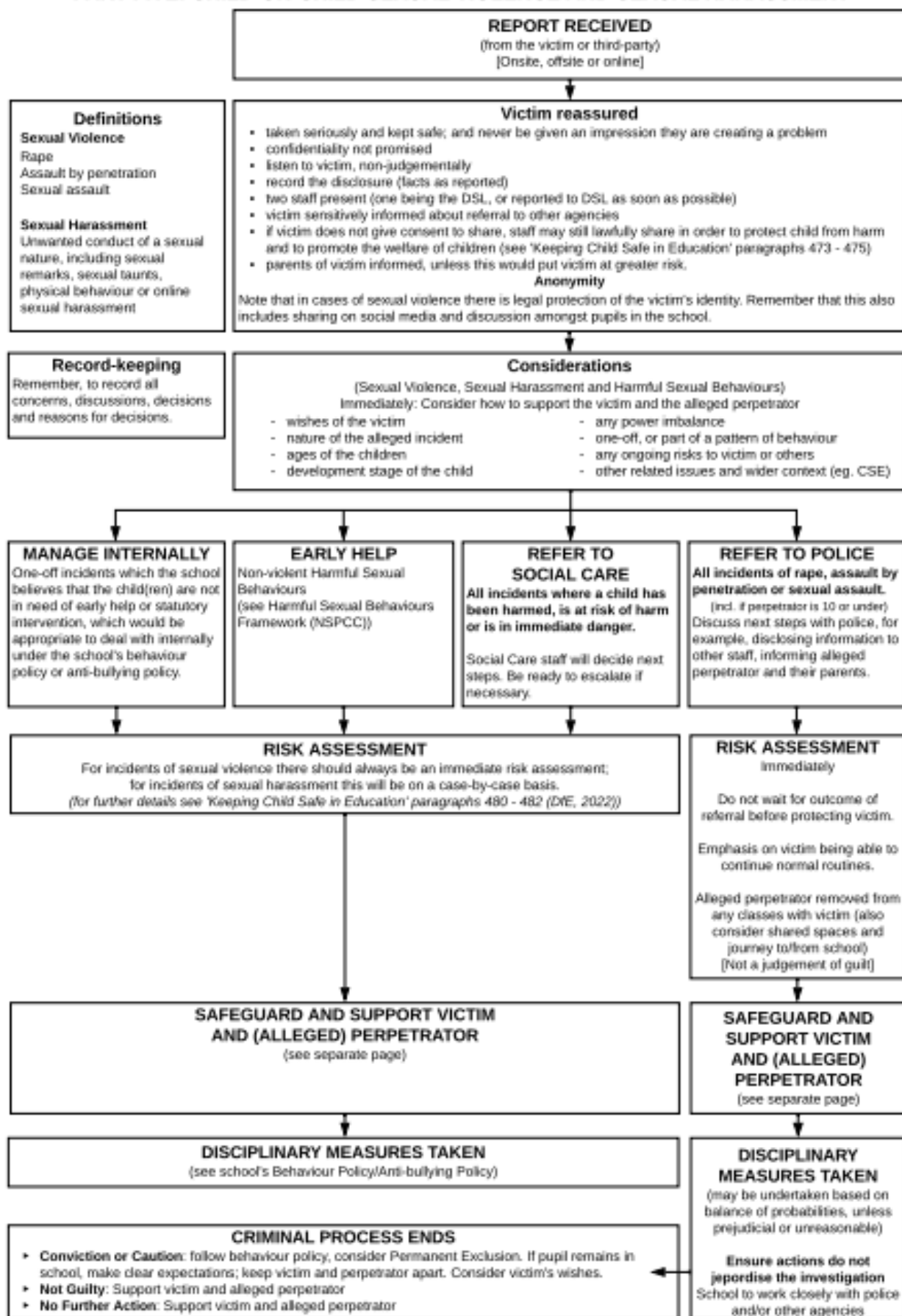


Safeguarding Flowchart v.3.8.docx

www.safeguardingschools.co.uk

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*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT



Source:

*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart