Exceed Academies Trust

Child Protection and Safeguarding Policy 2026-2027

Holybrook Primary School part of Exceed Academies Trust

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1. Statement of Intent

Exceed Academies Trust and Holybrook Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: Carly Waerea. The Deputy DSLs are Chris Lloyd, Paul Wallis, Amelia Hodson and Leah Wigglesworth. The school has a nominated governor for child protection and CLA this is: Shona Crichton.

All visitors working with children must sign in on arrival and collect a visitor's lanyard or sticker. Visitor lanyards/stickers must be worn at all times when in school. Staff must ensure that visitors to school are supervised as appropriate and the requisite pre-employment checks have been completed as referenced in Part 3 of KCSiE.

2. Definitions

The terms **'children'** and **'child'** refer to anyone under the age of 18.

For the purpose of this policy, safeguarding and promoting the welfare of children means:

- providing help and support to meet the needs of children as soon as problems emerge.
- protecting children from maltreatment, whether that is within or outside the home, including online.
- preventing the impairment of pupils' health or development
- ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all pupils to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

For the purposes of this policy, the term **'harmful sexual behaviour'** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfEs guidance, the term **'sexual harassment'** is used within this policy to describe any unwanted conduct of a sexual nature, both offline and online, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term **"teaching role"** is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

3. Legal Framework

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- [Schools providing education to pupils under the age of eight only] The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory Guidance

- HM Government (2023) 'The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines'
- DfE (2026) 'Working Together to Safeguard Children'
- Home Office (2023) 'Prevent Duty Guidance: England and Wales'
- DfE (2026) 'Keeping Children Safe in Education'
- DfE (2026) 'Information Sharing to Safeguard Children and Young People'
- DfE (2026) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child Sexual Exploitation: Definition and Guide for Practitioners'
- DfE (2018) 'Mental Health and Behaviour in Schools'
- NPCC 'When to Call the Police: Guidance for Schools and Colleges'

4. Equality Statement
Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- are disabled or have certain health conditions and have specific additional needs.
- have special educational needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need
- are a young carer
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are frequently missing/goes missing from education, home or care
- have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- are at risk of being radicalised or exploited
- have a parent or carer in custody or is affected by parental offending
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- are misusing alcohol and other drugs themselves
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- are a privately fostered child.

5. Roles and Responsibilities:
Safeguarding and child protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities. All staff are expected to read this policy as part of their induction arrangements.

The **Governing Body** has a duty to:
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2026).
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).

- Ensure all relevant persons are aware of the school's local safeguarding arrangements, and the timelines for their local safeguarding children boards (LSCBs) to transition to the new system – including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of CLA and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support CLA.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep CLA safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- The governing body will ensure that the school has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks. The governing body should consider the number and age range of children, those who are potentially at greater risk of harm and how often they access the IT system.

- Ensure that filtering and monitoring arrangements are reviewed at least annually, with the review, checks, decisions and actions recorded; responsibility for oversight must be clearly allocated.
- Ensure safeguarding arrangements address the safe and effective use of generative artificial intelligence, including staff and pupil use, data protection, online harms and the management of inappropriate content.

The **Headteacher** has a duty to:
Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping Children Safe in Education' (KCSIE) guidance, **Behaviour Policy**, the **Children Missing from Education Policy**, online safety training, and the identity of the DSL and any deputies.

The **DSL** has a duty to:

- Take lead responsibility for child protection and wider safeguarding (including online safety and understanding the filtering and monitoring systems which are in place). When the DSL (Mrs Carly Waerea) is not available, the deputies – will act as cover.
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2026). "NPCC - When to call the police" should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Refer all cases of suspected abuse to children's social care services (CSC), the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the Headteacher to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSC if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Hold the details of the LA personal advisor and liaise with them as necessary.
- NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Zoom / Teams.

The Designated Teacher has a responsibility for:

- promoting the educational achievement of CLA and previously CLA, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Other Staff Members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Know what to do if they identify a safeguarding issue or a child tells them they are being abused, neglected or exploited, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Understand and follow in-school procedures for recording any cause for concerns and passing information on to DSLs in accordance with Holybrook Primary School recording systems.
- Read, understand and sign to confirm that they understand Part One of KCSIE 2026 in full. All staff, including those who do not work directly with children, must read Part One; the overview is supplementary and does not replace it. This will mean that they have a good understanding of the categories and indicators of abuse.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSC, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation.
- Challenge senior leaders over any safeguarding concerns, where necessary.

6. Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. Holybrook Primary School recording recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse and must pass any

cause for concerns immediately to the designated safeguarding lead or deputy. These concerns must not be shared with anyone else.

Timely information sharing is essential for effective safeguarding. Holybrook Primary School recording will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, 'Information Sharing to Safeguard Children and Young People' (DfE 2026). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for the in the Data Protection Act 2018 and GDPR.

In order to promote positive educational outcomes for vulnerable children, including children with social workers, information that can help to support positive outcomes being achieved will be shared with colleagues in school that are not DSL's or DDSL's as appropriate.

Holybrook Primary School recording recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or Deputy DSL.

7. Multi-Agency Working

Holybrook Primary School recording recognises that schools have a pivotal role to play in multi-agency safeguarding arrangements. The governing body ensures that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2026).

Holybrook Primary School recording recognises its role in the three safeguarding partner arrangements. The governing body, senior leadership team, the DSL and staff members are aware of and follow their local arrangements and have a responsibility to ensure the school complies with its duties in accordance with child protection safeguarding legislation.

The school will work with CSC, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE) and child criminal exploitation (CCE).

8. Working with Parents to Protect Children

Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact Bradford Children and Families Trust's Duty and Advice team to discuss their concerns.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule

will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection policy through our school website and other communications such as newsletters.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has SEND, is vulnerable, and/or has a social worker.

9. Opportunities to Teach about Safeguarding – The Preventative Curriculum

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. Safeguarding teaching will include the safe and responsible use of generative AI, including privacy, misinformation, harmful or manipulated content, and how pupils can report concerns. We will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

In line with KCSIE 2026, safeguarding education will also address emerging and overlapping harms, including modern slavery, financial exploitation, child-on-parent/carer abuse, misogyny, incel-related ideology and risks associated with generative AI.

As part of providing a broad and balanced curriculum, relevant issues will be addressed through the You, Me, PSHE Curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, child exploitation (CSE/CCE), female genital mutilation (FGM), preventing radicalisation, child on child abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE 2026).

Issues will be addressed through Holybrook Primary School wider curriculum such as in PHSE, history, science, English and Art lessons. Other whole-school opportunities throughout the year will be planned, such as ‘Online Safety Week’, and ‘Anti-Bullying Week’ which promote different aspects of safety.

Holybrook Primary School will work with other agencies such as the Police and Barnardo’s who offer additional learning opportunities to key year groups around safety and safer relationships.

10. Children with special educational needs, disabilities, or health issues

We recognise that while all children have a right to be safe, some children may be more vulnerable to abuse e.g., those with a disability, special educational needs, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents’ mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

When Holybrook Primary School is considering excluding, either for a fixed term period or permanently, a vulnerable pupil/a child with additional needs and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency where other professionals are

involved) risk-assessment prior to making the decision to exclude. We would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed. In situations that a looked after child is at risk of exclusion, the school will notify the Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board.

All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to pupils regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PHSE, pastoral sessions and regulation time.

Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of Holybrook Primary School safeguarding team so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, Holybrook Primary School can make referrals to a wide range of external services to secure additional appropriate support for students.

11. Children at Risk of Specific Types of Abuse:

Abuse and Neglect
All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are 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 including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent child on child abuse, as outlined in the school's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home. Staff will be aware of the impact of witnessing this type of abuse in the home and how it might then impact on children's relationships with other people in their lives.

Descriptors of types of abuse and possible signs are outlined in Appendix 1.

So-called 'Honour-Based' abuse (including FGM and Forced Marriage child marriage)
So-called 'honour-based' abuse (HBA) encompasses incidents or 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, child marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Holybrook Primary School staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

See Appendices 2 and 3

Female Genital Mutilation (FGM)
The Department for Education's Keeping Children Safe in Education 2026 explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM, must speak to the DSL and follow our local safeguarding children's partnership procedures.

See Appendix 2 for further details.

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

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact the Education Safeguarding Team.

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front-line staff will undertake Prevent awareness training.

Channel
Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

For further information on how we aim to prevent radicalisation and procedures for managing suspected radicalisation, see appendix 6.

Child on Child Abuse
We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Holybrook Primary School has a zero-tolerance approach to such attitudes and behaviours.

All concerns around child on child/child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the child protection procedures outlined in this policy.

We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the school (including those that have happened outside of school) the concern will be taking seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL should (where appropriate) complete an AIM (Assessment, Intervention, Moving On) checklist and contact the Duty and Advice team at Bradford CSC if appropriate and follow the principles set out in Part 5 of KCSiE.

We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment management plan (RAMP).

We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe.

We also recognise that sexual harm can happen within families and that siblings may also need supporting.

In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the school will consider whether it is appropriate to take any disciplinary action in keeping with the school's behaviour management policy.

Where child exploitation (i.e. criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, staff must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

If the child already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for children looked after.
We will ensure the school works in partnership with parents / carers and other agencies contributing to relevant multi-agency planning and strategy meetings as appropriate.

For further information of how Holybrook Primary School assesses child on child abuse, see Appendix 7.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or

will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

For indicators of these forms of abuse, see appendix 4.

County Lines Criminal Activity
For the purpose of this policy, "**County lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.
Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Serious Violence
Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions.

Staff members will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences

- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Children Missing from Education
School staff recognise that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, exploitation and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Children might also be persistently absent from education or have numerous unexplainable absences. This might be an indicator of abuse, exploitation or neglect.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Holybrook Primary School staff are made aware of unauthorised absence and children missing from education procedures.

See Appendix 5 for more information.

Pupils with Additional or Special Educational Needs and Disabilities (SEND) or Physical Health Issues
Holybrook Primary School recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND or physical health issues can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue related to a pupil with SEND, the DSL will liaise with the school's Inclusion Lead, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

Online Safety
Holybrook Primary School recognises the safeguarding risks presented by children spending time online. It will ensure that schools filtering and monitoring systems are regularly reviewed. The school will keep a written record of filtering and monitoring reviews and checks, including identified risks, decisions, actions and follow-up. Reviews will take place at least annually and after any significant change or incident.

It will provide regular updates to parents are carers via newsletters, messages or website information to reinforce the online safety message, including highlighting new risks and how to protect children at home on their devices.

Where mobile phones or other personal devices are permitted, the school will apply a clear, risk-assessed policy covering when and how devices may be used, stored and accessed, including arrangements for visitors and contractors.

Holybrook Primary School will also provide annual online safety training to staff to highlight new concerns in online safety and to remind them how to report concerns.

Children will learn about online safety as part of their computing and wider curriculum, learning about how to stay safe and how to report a concern online.

For more information about this, please see Holybrook Primary School Online Safety Policy.

12. Mental Health

All staff should also be 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following Holybrook Primary School reporting procedures and speaking to the designated safeguarding lead or a deputy.

Mrs C Waerea is the mental health lead in the school and can offer advice about any concerns staff have, along with members of SLT.

13. School Procedures for Reporting Concerns about a Child

If a member of staff has any concerns about a child's welfare, they will act on them by speaking to the DSL or a deputy. See Appendix 10 for the DSL poster which is displayed in prominent positions around school which shows the members of the safeguarding team who can be approached about these issues.

After speaking with a DSL, staff will record the concern in writing as soon as feasibly possible onto CPOMS.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing. Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

If a referral is made about a child by anyone other than a DSL, the DSL will be informed as soon as possible. The Children's and Families Trust will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil. DSLs can use the "Resolving Multi Agency Professional Disagreements and Escalation" procedures if they disagree with the outcome of a referral.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded and stored securely on CPOMS by the DSL.

If a pupil is in immediate danger, a referral will be made to CSC and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

The Child's Wishes
Where there is a safeguarding concern, school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Systems are in place, and are well-promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. This includes Holybrook Primary School mentoring and 'Ask it baskets'. This includes ensuring that a safe space is given to LGBTQ+ pupils to voice their concerns.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

If necessary, refer the case to specialist or early help services.

Refer to the school's Child Protection Procedures or Bradford Council's Safeguarding flowchart (Appendix 9).

Managing Referrals
All staff members, in particular the DSL, will be aware of the Bradford Council's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.

When making a referral to CSC or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSC.

Where CSC decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm.

Where CSC decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.

Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.

The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

14. A Safer School Culture
If a staff member has concerns about another member of staff, then this will be raised with the Headteacher. If the concern is with regards to the Headteacher, this will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at Holybrook Primary School will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

Concerns and Allegations Relating to Adults Working with Children
Holybrook Primary School will manage all concerns, allegations and low-level concerns relating to adults working with children in accordance with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE), local safeguarding partnership procedures and the Trust's Safer Working Practices Guidance. This applies to employees, agency and supply staff, volunteers, contractors, governors, trustees and any other adults working on behalf of the Trust.

Allegations which meet the harm threshold
An allegation is considered to meet the harm threshold where an individual has:

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

Where an allegation that meets the harm threshold is made, the Executive Headteacher/Headteacher or nominated DSL will immediately seek advice from the Local Authority Designated Officer (LADO) and follow the relevant procedures. The school/Trust will work closely with the LADO, Children's Social Care, the Police and any other relevant agencies, to ensure allegations are managed fairly, consistently and without delay.

The school/Trust will consider all available information and undertake an appropriate risk assessment. Suspension will not be an automatic response to an allegation. Alternative arrangements will be considered wherever appropriate and any decision regarding suspension will be fully documented, including the rationale and alternatives considered.

If a Disciplinary investigation is required in line with the Exceed Academies Trust Disciplinary Policy and Procedure, the Executive Headteacher/Headteacher must liaise with the People Team for guidance and support. Suspension will not be an automatic response to an allegation; the school/Trust will consider all available information and undertake an appropriate risk assessment, and consideration will be given to whether alternative arrangements can be implemented whilst investigations are undertaken.

Referrals
Where an allegation is substantiated and an individual is dismissed, resigns, or otherwise leaves their role before disciplinary processes are concluded, the school/Trust will consider its duty to make a

referral to the Disclosure and Barring Service (DBS). Where the individual is a Teacher, consideration will also be given to making a referral to the Teaching Regulation Agency (TRA) for consideration of a prohibition order.

Welfare of Other Children
Where concerns arise regarding the welfare of other children in the community, or children connected to the individual concerned, the Designated Safeguarding Lead (DSL) and Case Manager will undertake an appropriate risk assessment and make referrals to Children's Social Care where necessary. Guidance will be sought from the LADO and Police, where necessary.

Record Keeping
The school/Trust will maintain clear, comprehensive and confidential records of all allegations and concerns relating to adults working with children, including the rationale for decisions reached and actions taken. Records will be retained in accordance with statutory guidance, data protection requirements and Trust record retention schedules.

Low Level Concerns about Staff
Allegations/concerns that do not meet the harms threshold against children are referred to for the purposes of this policy as 'low level concerns'. These include actions which:

- are inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- do not meet the allegations threshold or are otherwise not considered serious enough to consider a referral to the LADO.

These procedures apply to staff, supply staff, trainee teachers, volunteers, contractors, governors and adults working for organisations using the school premises.

Holybrook Primary School will ensure its staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

School will empower staff to share any low-level safeguarding concerns with the Headteacher or the designated safeguarding lead.

Holybrook Primary School will address unprofessional behaviour and supporting the individual to correct it at an early stage.

Low-level concerns will be recorded in writing and reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified. Records will include the concern, context, action taken, decisions reached and reasons. Where a pattern is identified, the school will consider whether the matter meets the harm threshold or requires referral to the LADO or other action.

Holybrook Primary School will provide a responsive, sensitive and proportionate handling of such concerns when they are raised and identify any weakness in the school's safeguarding system.

Ongoing Vigilance
Holybrook Primary School has processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. It ensures that leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children.

Dealing with Allegations against Supply Teachers and Contractors
In some circumstances, schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').

Whilst Exceed is not the employer of supply teachers, they will ensure allegations are dealt with properly. In no circumstances will Holybrook Primary School cease to use a supply teacher due to

safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) for advice in the first instance to determine a suitable outcome.

The governing body should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school.

They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

Safer Recruitment
Holybrook Primary School will adopt robust safer recruitment practices in accordance with Part Three of *Keeping Children Safe in Education 2026*, the Trust's Recruitment and Selection Policy and applicable legislation. At least one member of each appointment panel will have completed appropriate safer recruitment training. Applications and employment histories will be scrutinised, with any gaps, discrepancies or inconsistencies explored and resolved.

Before any new appointment is confirmed, the school will undertake and record the following checks, where applicable:

- verify the candidate's identity;
- confirm their right to work in the UK;
- verify relevant qualifications and professional registration;
- obtain and scrutinise satisfactory references directly from appropriate referees;
- examine the candidate's employment history and resolve any gaps, discrepancies or inconsistencies;
- obtain an enhanced Disclosure and Barring Service check;
- undertake a children's barred-list check where the role involves regulated activity;
- undertake a prohibition-from-teaching check through the Teaching Regulation Agency's Teacher Services;
- undertake a section 128 direction check for relevant management positions;
- complete appropriate checks where the candidate has lived or worked outside the UK;
- confirm the candidate's mental and physical fitness to undertake the role, having regard to the Equality Act 2010 and restrictions on pre-employment health enquiries;
- carry out any further checks considered appropriate and proportionate to the role; and
- undertake an online search for shortlisted candidates as part of the school's safeguarding due diligence, with candidates informed that this may take place and any relevant matters explored at interview.

Individuals will not normally commence work until all required checks have been completed and found satisfactory. Any exceptional early start will require completion of all legally necessary checks, a documented risk assessment and proportionate supervision. Written confirmation of appropriate checks will be obtained for agency staff, contractors and trainee teachers, and their identity will be verified on arrival.

Each volunteer role will be assessed against the current statutory definition of regulated activity. Supervision will not automatically be treated as excluding an activity from regulated activity, and appropriate DBS and children's barred-list checks will be obtained where required. The school will also identify roles covered by the Childcare Disqualification Regulations 2018 and obtain sufficient information to determine suitability.

All required checks will be recorded accurately on the Single Central Record, including checks relating to staff, relevant agency and third-party workers, trainee teachers, governors, trustees and volunteers. Safer recruitment will continue after appointment through safeguarding induction, adherence to the Staff Code of Conduct, appropriate supervision and ongoing vigilance. Any subsequent concerns will be managed under the relevant safeguarding, allegations, low-level concerns, disciplinary and referral procedures.

Staff Suitability
Holybrook Primary School will identify roles involving relevant childcare, including early-years provision and later-years childcare for children under eight provided outside normal school hours, together with roles directly concerned in managing that provision. The school will obtain sufficient and accurate information to determine whether individuals appointed to those roles are disqualified under the Childcare Act 2006 and the 2018 Regulations.

A person may be disqualified if they:
- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff should be made aware of their responsibility to disclose to the Headteacher/DSL any changes, in their circumstances, that may disqualify them from working in a school environment.

A disqualified person will not be permitted to undertake relevant childcare unless Ofsted has granted a waiver. The school will not require information about household members unless there is an independent safeguarding reason to seek it. The statutory guidance confirms that childcare-disqualification arrangements apply to relevant staff working with children under five and to childcare for children under eight in before-school and after-school settings.

Filtering Systems/SENSO
The school internet is subject to a filtering system called 'SENSO'. If any member of staff comes across a site that is inappropriate for children, they will report this immediately to a member of SLT and via the Online 'Raise a Ticket' system as an urgent job. Virtue will then block the site and report this to the Internet provider.

DSLs conduct regular testing of the filtering systems to ensure that all devices (iPads, pupil and staff laptops and desktop PCs) report inappropriate language or content to SENSO in a timely manner. Any issues are raised immediately with Virtue.

SENSO Monitor
All school devices are subject to SENSO Monitor Software. Pupils will be taught about this at an age-appropriate level during their Online Safety lessons.

Where a SENSO Monitor concern is raised, the Online Safety Lead will investigate and carry out the appropriate action. This may include; establishing the level of risk and whether external agencies need to be contacted, speaking to the perpetrator, speaking to the child's parent/carer, informing the parent/carer in writing and recording the incident and associated actions on CPOMS.

15. Training and Support
Staff members will undergo safeguarding and child protection training at induction, which will be updated at least annually, and as new legislation is introduced.

The induction training will cover:
- The Child Protection and Safeguarding Policy & appendices
- The Positive Relationships (behaviour) Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any Deputies

- The role of the DSL and deputy DSLs
- Keeping Children Safe in Education including updates and key changes
- KCSIE 2026 Part One in full for every member of staff, including staff who do not work directly with children; the overview is supplementary and does not replace Part One.

All staff should have regular safeguarding, child protection training and online safety updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Training will cover, at a minimum:
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously CLA safe.
- Child criminal exploitation.
- Online safety issues
- School procedures for reporting concerns.

New designated Safeguarding staff must have attended the 2-day Designated Safeguarding Lead training course. The DSL and deputy DSLs will then undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up to date with any developments relevant to their role which will equip them with the knowledge needed to advise staff.

The DSL and their deputies will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online. Deputy DSLs will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The Headteacher will attend appropriate 1 day safeguarding training at least every three years.

Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

The Headteacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years

We recognise the stressful and sometimes traumatic nature of child protection work. Regular and timely supervision is available for [SCHOOL NAME] safeguarding team through SLT meetings. Exceed MAT's DSLs meet half-termly and offer support to each other as well as advice and challenge.

16. Child Protection Records

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the DSL and any safeguarding deputies.

At Holybrook Primary School, Child protection information will be held securely on CPOMS with access being restricted to the DSL and their deputies and the Headteacher. Paper copies will also be kept of any child protection cases.

The following information will be kept securely with restricted access, whether paper or electronic:
- Chronology (summary of significant events and the actions and involvement of the school)
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed child protection cause for concern records

- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to the LA, other external agencies or education-based services
- Minutes or notes of meetings, e.g. child protection conferences and core group meetings, copied to the file of each child in the family as appropriate
- Formal plans for, or linked to, the child, e.g. child protection plans, Early Help plans and risk assessments
- A copy of any support plan for the pupil concerned

Where a pupil leaves Holybrook Primary School, we will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known) as soon as possible, ideally within 5 school days.

Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the pupil or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the pupil starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

Where a child leaves a school before statutory school leaving age, the child protection file must be transferred to the new school via CPOMS transfer, secure email or in a paper file. The pupil's electronic records will be archived on CPOMS.

Where the destination school is not known, the original records will be retained by the school.

Pupil records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature.

If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face-to-face handover is unfeasible, it is the responsibility of the Headteacher to ensure that the new post holder is fully conversant with all procedures and case files.

All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

17. Monitoring and Review
This policy is reviewed annually by Exceed Academies Trust in collaboration with all Trust **Headteachers** and **DSL/DDSLs in conjunction with the Exceed DSL network.**

Any changes made to this policy by the **Trust/Headteachers/DSLs/DDSLs** will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and part of their yearly safeguarding update training.

The next scheduled review date for this policy is **September 2027**.