



Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love...the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Safeguarding Children Policy

Including Child Protection

2026 – 2027

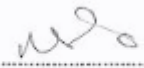
September 2026

This policy is reviewed at least annually by the governing body and was last reviewed on 1st September 2026

Version 1

Next review date – 1st September 2027

Signature



M.D.Roberts

(Chair of Governors)

Mr Mark Roberts

Contents

Section 1 - Key Information	5
Section 2 - Safeguarding Statement	5
Section 3 - Terminology	6
Section 4 - Safeguarding is Everyone's Responsibility	7
Contextualised safeguarding concerns	8
Training	9
Child Protection and Child Abuse	10
Section 5 - Our Commitment	12
Section 6 - Child-on-Child Abuse (including Harassment and Violence)	13
Section 7 - Emotional Health and Wellbeing and Mental Health Support	15
Section 8 - Opportunities to Teach Safeguarding	16
Section 9 - Online Safety, Filtering and Monitoring	19
Filtering and Monitoring	21
Section 10 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	21
Child Trafficking & Human Slavery	22
Violence against women and girls including Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)	22
FGM mandatory reporting duty for teachers	23
Forced Marriage	23
Section 11 - Domestic Abuse	24
Section 12 - Safeguarding Children Who Are at Risk of Extremism	25
Section 13 - Children Missing from Education, Elective Home Education and Homestay Arrangements	27
Children Missing from Education	27
Elective Home Educated	27
School Arranged Homestays in UK	27
School-arranged Homestays Abroad	27
Section 14 - Allegations Against Staff Members and Low-Level Concerns	28
Low-Level Concerns	28
Section 15 - Safer Recruitment	29
Single Central Record	30
Section 16 - Confidentiality, Information Sharing and Record Keeping	30
Section 17 - The Early Years Setting Within our School	31
Section 18 - Our Responsibilities	32
Section 19 - Statutory Requirements	35
Section 20 - Links with Other Policies	36
Section 21 - Appendices	37

Appendix A – Responding to Concerns and Disclosures and Reporting on CPOMS	37
Purpose	37
Responding to Concerns and Disclosures	37
Categories of Abuse	38
Appendix B - Safer Recruitment Policy	41
Recruitment and selection process	41
Advertising	41
Application forms	41
Shortlisting	41
Seeking references and checking employment history	42
Pre-appointment vetting checks	42
New staff	42
Regulated activity means a person who will be:	43
Existing staff	43
Agency and third-party staff	44
Contractors	44
Trainee/student teachers	44
Volunteers	45
Staff working in alternative provision settings	45
Children staying with host families	45

Section 1 - Key Information

Governors' Committee Responsible: Pupil Support Committee

Governor Lead/Safeguarding Link Governor: Mrs Lisa Wilkinson

Designated Safeguarding Lead of Staff: Mrs Kirsty Shaw (Headteacher)

Prevent Lead: Mrs Kirsty Shaw

Child Exploitation GET SAFE lead: Mrs Kirsty Shaw

Status & Review Cycle: Statutory Annual

Next Review Date: 1st September 2026

Section 2 - Safeguarding Statement

At Himbleton CE Primary School and Nursery we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued, promoting an inclusive, anti-discriminatory culture where racism and other forms of discriminatory behaviour are recognised, challenged and addressed. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child Protection forms part of the school's safeguarding responsibilities.

Himbleton CE Primary School and Nursery's Safeguarding and Child Protection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (where applicable). [Working together to safeguard children 2026](#) and the Department for Education's statutory guidance, [Keeping children safe in education - GOV.UK 2026](#) and [Children's Wellbeing and Schools Bill 2026](#)

Key Personnel

The Designated Safeguarding Lead and Early Years' Safeguarding Lead (DSL) is: Mrs Kirsty Shaw (Headteacher)

Contact details: email: head@himbleton.worcs.sch.uk

Telephone: 01905 391231

The deputy DSL is: Mrs Sara Hedges (UKS2 teacher)

Contact details: email: slt54@himbleton.worcs.sch.uk

Telephone: 01905 391231

The nominated safeguarding and child protection governor is: Mrs Lisa Wilkinson

Contact details: email: lwilkinson@himbleton.worcs.sch.uk

Telephone: 01905 391231

The Chair of Governors is: Mr Mark Roberts

Contact details: email: mroberts@himbleton.worcs.sch.uk

Telephone: 01905 391231

Other named staff and contacts:

- **Designated Teacher for Children in Care** - Mrs Gemma Beattie
- **Nominated Governor for Children in Care** – Mrs Lisa Wilkinson
- **Nominated Anti Bullying Governor** – Mrs Lisa Wilkinson
- **Online Safety Co-ordinator** – Mrs Kirsty Shaw
- **Safeguarding in Education Adviser, WCC** – Mrs Denise Hannibal
- **WCC Prevent Lead** – Jim Bayliss
- **Local Authority Designated Officer/Position of Trust** – Mr Jon Hancock - 01905 846221
- **Safeguarding Training Provider** – The Key for School Leaders & Bright Horizons
- **Family Front Door** (Children's Social Care): 01905 822666 (core working hours), Out of hours or at weekends: 01905 768020
- **Education Safeguarding Support Services** – 01905 846371
- **Ofsted** - 0300 123 1231

Police - Call **999** in an emergency, e.g. when a crime is in progress, when there is danger to life or when violence is being used or threatened. For less urgent issues call local police on **101**.

[NSPCC's whistleblowing advice line](#) dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by Himbleton CE Primary School and Nursery. The NSPCC whistleblowing helpline number is also available (0800 028 0285).

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

[NSPCC - When to call the police](#)

Section 3 - Terminology

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

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children;
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework:
 - Outcome 1: Children, young people and families stay together and get the help they need;
 - Outcome 2: Children and young people are safe in and outside their homes;
 - Outcome 3: Children and young people are supported by their family network;
 - Outcome 4: Children in care and care leavers have stable, loving homes.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including in foster care and residential care, as well as online. Effective safeguarding is anti-discriminatory and anti-racist. Practitioners should understand and be sensitive to factors, including economic and social circumstances, ethnicity, faith and disability, which can impact children and families' lives.

('Working Together to Safeguard Children', DfE 2026)

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child/children includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Section 4 - Safeguarding is Everyone's Responsibility

This section should be read alongside KCSIE 2026 and Appendix A of this policy – Responding to Concerns and Disclosures and Reporting on CPOMS.

This means that safeguarding and promoting the mental, emotional and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Himbleton CE Primary School and Nursery. Consequently, anyone who comes into contact with our children and young people has a role to play in safeguarding and child protection.

All our staff work directly with children and will read KCSIE 2026 part 1 and Annex A. Our governing body will also read part 2 about the management of safeguarding.

Himbleton CE Primary School and Nursery is a place where everyone is included, contributing and reaching their full potential. We value each and every child and adult as an individual, regardless of faith, race or culture. Our ethos is a statement of who we are and it is an expression of our character. We describe our ethos through a particular set of values – Friendship, Forgiveness, Truthfulness, Courage, Perseverance and Respect that inform and provide the foundations for everything we do.

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses, but is not limited to, issues such as:

- Staff conduct
- Health and safety
- Bullying
- Child-on-child abuse
- Faith based prejudice and racism
- Sexually harmful behaviour
- Provision of intimate care
- Building security

- Alcohol, drugs, and substance misuse
- Positive behaviour management
- Physical intervention and restraint (reasonable force).
- Online safety

All our staff have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below).

The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse
- unexplainable and/or persistent absences from education
- serious violence, criminal exploitation (including that linked to county lines), radicalisation
- consensual and non-consensual making or sharing of nudes or semi nudes.

This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our children is at stake. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all Himbleton CE Primary School and Nursery permanent staff, temporary staff, contractors and agency supply staff as well as volunteers working in our setting.

Our school recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes. Some may need family help or intervention from other organisations to overcome problems and keep them safe. Appropriate consideration is made for children classed as Looked After and/or those with Special Educational Needs or Disabilities.

Himbleton CE Primary School and Nursery will follow the threshold guidance of [Worcestershire County Council Multi Agency Levels of Need](#) and implement their systems and protocol for referring families for family help and reporting child protection concerns. The DSL and deputy DSL will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

Contextualised safeguarding concerns

In our school, we must ask 'what are we protecting our children from' and consult with the Local Authority, staff and pupils for their views. This means that in our school, all staff will be made aware of specific issues relating to locality that could impact on the safety of children. We will ensure all staff receive regular safeguarding briefings to keep them up to date and have the opportunity to share community issues that may impact our children. This information will also be considered within the curriculum planning of PHSE/RSE.

Due to the rural nature of our setting, contextualised safeguarding concerns link to the availability of services and support due to the remote nature of houses. Parents and carers have less access to support groups locally and therefore our Family Help strategy and signposting to support is very important.

There is very little crime in the local area and children have very few opportunities to be drawn into exploitation and crime, even if they travel a little further to attend the school. However, the remoteness of the school means that children often communicate via the internet and therefore a clear understanding of online safety is crucial and a key part of the curriculum.

More details about the crime rate and our contextualised safeguarding concerns can be found here:

- [Home | Police.uk](#)

Training

- All staff must complete safeguarding and child protection training as part of their induction; the headteacher/DSL provides in-house safeguarding training in addition to a NSPCC/The Key training module;
- All our staff receive annual safeguarding training and regular safeguarding local area updates;
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings;
- The DSL and Deputy Safeguarding Leads will also attend local authority led network meetings and relevant training as per KCSIE 2026 for their required CPD;
- The DSL will share local contextual safeguarding issues through staff briefings;
- Staff will receive training on emerging technologies and associated safeguarding risks, including AI-generated images, deepfakes, online manipulation, impersonation, fraud and technology facilitated abuse. Safeguarding responses will be proportionate to risk and informed by current national guidance

All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training and curriculum planning;
- Be in line with advice from the 3 safeguarding partners;
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring;
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment;
 - Have a clear understanding of the needs of all children.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Volunteers will receive appropriate training and will be advised of their roles and responsibilities before they commence work with children. No volunteer will be allowed to start working with children at the school until we have received the volunteer's enhanced DBS certificate including barred list information.

We will keep records to evidence this action within our school.

The DSL and Deputy DSL

The DSL and deputy DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge;
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training and this training will be updated regularly. This will cover, as a minimum, the contents of Keeping Children Safe in Education (KCSIE) 26 and will be in line with local safeguarding procedures.

Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused, including severe neglect. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery.

[Modern slavery: how to identify and support victims - GOV.UK](#) - Describes the signs that someone may be a victim of modern slavery, the support available to victims, and the process for determining whether someone is a victim.

The abuse of children who attend our school and nursery are likely to be noticed by staff, Health Workers or other professionals who come into contact with our children. It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. This means that in our school we will all know the signs of child abuse and we are aware of the procedures that must be followed to safeguard the child and any siblings. For those children with additional needs or who identify as LGB, we acknowledge the increased safeguarding issues that can occur and will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place.

Our school has the role of recognising and responding to potential indicators of abuse and neglect, all necessary action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by Himbleton CE Primary School and Nursery.

In addition, our staff will be alert to the possibility of children who may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. They will be aware that such experiences may significantly affect a child's welfare, wellbeing, sense of safety, mental health and willingness to seek help. Staff will be alert to the signs and impact of prejudice based harm and ensure that concerns are considered within safeguarding practice where appropriate.

In the event of an actual or suspected case of child abuse by any adult, including parents, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified DSL will be available to discuss any safeguarding concerns and take appropriate steps to ensure the child's safety. The DSL is responsible for ensuring that children are identified and the appropriate agency is involved.

All our staff use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL. The DSL is a member of the school Senior Leadership Team, and the role is referenced in their job description. During term time and normal school hours, a DSL will always be available in our school to provide support and advice to staff regarding safeguarding and child protection concerns. For the majority of time, this will present as a DSL being on site.

The DSL will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

Wherever possible, the DSL or DDSL will be available in person. However, we recognise that, in exceptional circumstances during normal school hours, and for after-school provision, access to the DSL may be by alternative methods, such as phone, email, Microsoft Teams or another secure platform. All staff and after school care providers have this telephone number and email address.

Appropriate safeguarding cover arrangements will be in place for all out of school hours activities, educational visits, extended services and activities taking place during school holidays. Effective cover arrangements will be considered and coordinated by the school and the DSL.

In the event of a holiday club style provision being run by the school, access to the DSL will be through a phone call or email.

To ensure continuity of our safeguarding responsibilities, robust arrangements will be implemented whenever the DSL is unavailable due to illness, annual leave, training, or any other absence. The school has discretion regarding how these arrangements are organised, provided that safeguarding duties continue to be discharged effectively and without interruption.

We will ensure that a clear, reliable and well-communicated process is in place for raising safeguarding concerns when the DSL is unavailable. This may include access to a Deputy DSL or via CPOMS, notification of which goes directly to the DSL and DDSL. These arrangements will ensure that safeguarding concerns are received, monitored and acted upon promptly, without unnecessary delay.

All staff will be informed of the arrangements in place and how to always access safeguarding support, including during periods when the DSL is unavailable.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. In our school, a list of those children taking part in any trip will be passed to the DSL to ensure that staff are made aware of all essential information relating to the children in their care.

The DSL and DDSL will meet as required to confidentially discuss children who are identified as vulnerable or as concerns arise. This will be to assess the levels of support and intervention required and to ensure those most vulnerable are contacted when absence is unauthorised or otherwise agreed as part of a plan or placement. Staff will try all available contact numbers for family members including emergency contacts. Unanswered calls will be reassessed by the DSL or DDSL to consider the next steps, such as home visit.

Section 5 - Our Commitment

In our school, we recognise that, because of the day-to-day contact with children and young people, staff and volunteers are well placed to observe signs of harm, abuse, neglect, child-on-child abuse, victimisation and /or exploitation.

We recognise that children with SEND may face additional safeguarding challenges. Staff should be aware that indicators of abuse or neglect may be more difficult to recognise and communication barriers may increase vulnerability. Staff must remain alert to these risks and ensure that safeguarding arrangements are responsive to individual needs.

We recognise that children may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, we will ensure arrangements are in place to safeguard and promote the welfare of children by:

- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to;
- Maintaining a 'Zero Tolerance' to child-on-child abuse, IT CAN HAPPEN HERE ETHOS, including sexually harmful behaviour, racism and homophobia ([see our anti-bullying policy on our school website](#));
- Ensure all children and young people know the adults in our school who they can approach if they have worries;
- Teaching children to keep themselves safe from all forms of abuse, including: [child sexual exploitation](#), criminal exploitation, [female genital mutilation](#), [FGM Statutory Guidance](#), [forced marriage](#), extremism, [radicalisation](#), [Government Channel Guidance](#) and child-on-child abuse.

We will support our staff by:

- Providing effective, ongoing training and development for all staff;
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting;
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support children and their families;
- Monitoring and supporting children and young people who are subject to child protection plans, contributing to the implementation of the plan;
- Keeping meticulous, written records of concerns about children and young people, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:
 - A comprehensive summary of concerns.
 - Details of the concern.
 - What action was taken and any follow-up.
 - Actions taken and outcomes.
- Ensuring the suitability of all staff through safe recruitment practice;
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events;
- Ensuring that parents and carers understand the responsibility placed on the school and its staff for safeguarding and child protection;
- Maintaining awareness of those children and young people who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols. ([See Attendance Policy](#));

- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our school may be the only stable, secure and predictable element in the lives of children at risk. Our school will support all children through:

- Appropriate staff conduct, in line with the policy;
- Relevant curriculum design and implementation to teach children about staying safe at all times, including when they are online;
- Daily practice underpinned by our ethos, vision and values;
- Consistent implementation of our Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice;
- Close and proactive liaison with other agencies such as social services, Child and Adult Mental Health Service, the Education Welfare and Psychology Services.

In line with Government guidelines in KCSIE 2026, our school will, where reasonably possible, hold two or more emergency contact numbers per child. This provides the school with additional options for contacting a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Section 6 - Child-on-Child Abuse (including Harassment and Violence)

It is important that our school staff can recognise that children are capable of abusing their peers, and that this abuse can include physical abuse, sexting, initiation/ hazing, sexual violence, racism and faith-based prejudice and harassment.

It should be recognised that there is a gendered nature to child-on-child abuse, i.e., that it is more likely that girls will be victims and boys' perpetrators.

Our school values, ethos and behaviour policies provide the platform for staff and children to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

Our staff will recognise the impact of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of our school.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. Our school will consider when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.;
- displaying pictures, photos, or drawings of a sexual nature;
- upskirting (this is a criminal offence);
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Our school will consider when any of this crosses a line into sexual violence, recognising that it is important to talk to and consider the experience of the victim.

When referring to sexual violence this policy is referring to [sexual offences under the Sexual Offences Act 2003](#) as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus, or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus, or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16; and
- Sexual intercourse without consent is rape.

Whilst sexting (the consensual and non-consensual sharing of nude and semi-nude images and/or videos) is now common practice within teen relationships, it will be dealt with seriously within our school.

How we will support:

- At Himbleton CE Primary School and Nursery, we will not tolerate incidences of child-on-child abuse and will not pass it off as “banter”, “just part of growing up” “or “just having a laugh;”
- Regardless of whether incidents are reported or not, we will maintain a culture of ‘it could happen here’;
- All incidents will not be tolerated and will be taken very seriously;
- We will always challenge behaviours which create a hostile, intimidating, or degrading environment.
- We will follow both national and local guidance and policies to support any children/young people subject to child-on- child abuse, including sexting (also known as youth produced sexual imagery) and gang violence. We will also utilise the search and confiscation guidance produced by the DfE. [Searching, screening and confiscation in schools - GOV.UK](#);
- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools;
- We will always report episodes of ‘up- skirting’: Up-skirting is typically defined as taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- We will consider the support required by those falsely accused of child-on-child abuse;
- All disclosures will be taken seriously with those making the disclosure, keeping them safe, their anonymity protected when appropriate, and ensuring children will never be made to feel like they are creating a problem for reporting abuse;
- We will consider taking positive action to support a specific group of children and young people if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. We

will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance and progress at school;

- We use the [NSPCC Hackett continuum](#) Understanding sexualised behaviour in children NSPCC Learning to support our work with children;
- We use Lucy Faithfull Foundation's '[Shore Space](#)' which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours;
- Our PSHE/RSE curriculum supports children's knowledge and understanding of inappropriate sexualised behaviour at an age-appropriate level.

Section 7 - Emotional Health and Wellbeing and Mental Health Support

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

Himbleton CE Primary School and Nursery has an important role to play in supporting the mental health and wellbeing of all our learners. This means that in our school we will:

- ensure that all of our staff 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;
- consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood. [Adverse Childhood Experiences \(ACEs\)](#)

As a school, we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Our headteacher holds the TISUK Diploma and is Senior Mental Health Lead trained. Our school uses 'Motional' to identify children who may need SEMH support and employs a trained Teaching Assistant to support children using a range of strategies and programmes two afternoons a week. Our governors ensure that emotional health, wellbeing and mental health support is discussed and reviewed as part of the Pupil Support Committee meetings and that any agreed actions are followed up.

As a school, we will be vigilant for signs of emotional well-being concerns. These may include:

- Physical signs of harm that are repeated or appear non-accidental;
- Changes in eating/sleeping habits;
- Increased isolation from friends or family, becoming socially withdrawn;
- Changes in activity and mood;
- Lowering of academic achievement;
- Talking or joking about self-harm or suicide;
- Abusing drugs or alcohol;
- Expressing feelings of failure, uselessness, or loss of hope.

It is also key that we train our staff to be aware of how these children's experiences can impact on their mental health, behaviour, and education. Our school staff may become aware of warning signs which indicate a child, or a member of staff, is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously.

If our staff feel that a child is in danger, they will call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently with their mental health, but it's not an emergency, our staff can get help from NHS 111 online or call 111 and select the mental health option.

We ensure our children are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This is part of our teaching and learning in our RSE and PSHE curriculum and through ensuring that:

- The content of lessons in our school is determined by the specific needs of our children. There will always be an emphasis on enabling children to develop skills to seek help for themselves and others;
- Our DSL works with the SENCO, teachers and teaching assistants in school to ensure that children's needs are identified and that all needs are met;
- The school's DSL will liaise with Children Social Care to ensure that the appropriate approach is taken to safeguarding children most at risk.
- Our staff have regular updates during CPD sessions to ensure that they are aware of mental health issues and the needs of children. Concerns are discussed weekly.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken. In addition:

- We work closely with parents and carers to support the whole family, unless to do so places the child at additional risk;
- We provide clear means for parents to contact the Senior Mental Health Lead (also the DSL) if they have further questions and arrange a follow up meeting or phone call as parents often have many questions as they process the information;
- To support parents and carers at the end of each meeting, we will agree on the next steps and always keep a brief record of the meeting on the child's CPOMS file.

Section 8 - Opportunities to Teach Safeguarding

Children are taught about safeguarding in our school. The following areas are among those addressed in PSHE/RSE/Computing and Online Safety lessons and in the wider curriculum.

Our school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares learners for life in modern Britain and creates a culture of respect and inclusion and teaches pupils about healthy relationships, respectful behaviour, equality, consent, protected characteristics hate focused on LGB issues and sexual violence/harassment, and the impact of harmful stereotypes. This includes challenging misogyny, misandry, sexism and other forms of discriminatory behaviour at the earliest opportunity.

These will be underpinned by our school Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSE/PSHE delivered in regular timetabled lessons and reinforced throughout the whole school curriculum.

Our curriculum delivery will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of our children and young people with SEND and other vulnerabilities) and will stress that law around safeguarding is to protect not criminalise them.

The curriculum will tackle at age-appropriate stages issues such as:

Bullying/Cyber Bullying

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association;
- Online safety curriculum – CEOP resources, Project Evolve, HeartSmart, Purple Mash;
- School values of Respect, Courage, Friendship, Truthfulness, Perseverance and Forgiveness taught and explored;
- Bible stories – RE curriculum/Collective Worship – 2 year rolling programme;
- Teaching/understanding the pupil anti-bullying policy;
- ‘Talk About’/Social skills interventions and groups;
- LOfC – conflict resolution;
- Anti-bullying week.

Drugs, Alcohol and Substance Abuse

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association and HeartSmart;
- External visitors – police, school nurse, paramedics;
- Science curriculum.

Online Safety / Mobile technologies

- Online safety week campaign;
- CEOP/Thinkuknow resources at age appropriate level;
- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association;
- DfE guidance – ‘Teaching Online Safety in Schools’;
- HeartSmart
- Education for a Connected World framework;
- Project Evolve;
- Childnet resources – e.g. Smartie the Penguin, Digiducks’ big decision;
- Be Internet Legends resources;
- BBC Webwise resources;
- Twinkl resources;
- AUP policy and training for children;
- Specific bespoke lessons for online safety.

Stranger Danger

- PSED/PSHE/Circle time curriculum, including resources from HeartSmart and the PSHE Association scheme of work;
- Reinforced policies and procedures about keeping children safe in school explained to all children frequently;
- Procedures taught to children for LOfC/Educational Visits;
- Bible stories – Collective Worship/RE curriculum;
- Children taught to challenge and report any adult in school not wearing a Himbleton lanyard;

Fire and Water Safety

Fire:

- At least termly fire drills with associated teaching about procedures and expectations/how to keep safe in a fire;
- Design/Food Technology – safety in the kitchen and fire danger;
- LOfC/Forest School – lighting and extinguishing fires, cooking on an open fire, fire safety;
- Science curriculum – flammable materials;

- **Water:**
- Swimming – all sessions start with emergency procedures, water safety drill and getting out of the water safely;
- Water safety presentations from the local swimming pool – drowning prevention – with resources shared with parents and carers.

Child-on-Child Abuse

- School values taught and explored;
- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association scheme of work and HeartSmart;
- 'Kind hands and feet' taught through the school from Nursery;
- Bible stories – Collective Worship/RE curriculum;
- LOfC – conflict resolution;
- 'Talk About'/Social skills interventions and groups.

Sexual Violence and Sexual Harassment

- Science curriculum Reception/Year 1 – correct names of body parts;
- NSPCC week/presentations;
- RSE curriculum;
- PSED/PSHE/Circle time curriculum, including resources from the PSHE Association scheme of work;
- Online safety curriculum (as above).

Road Safety

- Road safety taught and reinforced before every LOfC session/Educational Visit – e.g. walking to Church, walking to the village hall;
- PSED/PSHE/Circle time curriculum, including resources from the PSHE Association scheme of work and HeartSmart;
- Litter Warriors' campaign;
- Bikeability (Year 4, 5, 6);

Domestic Abuse

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association scheme of work and HeartSmart;
- Planned continuous provision opportunities/role play to reinforce positive relationships;
- School values focusing on respect and friendship;
- Focus on Behaviour Policy – understanding that there should be 'kind hands and feet'.

Healthy Relationships / Consent

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association scheme of work and HeartSmart;
- Social stories (age-appropriate);
- ELSA groups;
- Planned continuous provision opportunities/role play;
- School values taught and explored;
- LOfC – taking risks and responsibilities, team work building, conflict resolution;
- RE curriculum and topics, Bible stories and collective worship to teach healthy relationships;
- NSPCC PANTS rule and appropriate touch.

So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association scheme of work;
- School values taught and explored;
- Social stories;
- Understanding consent taught at an age-appropriate level as part of the RSE curriculum through HeartSmart.

Child Exploitation

- PSED/PSHE/RSE/Circle time curriculum, including resources from the PSHE Association scheme of work;
- NSPCC 'PANTS' rule;
- Online safety lessons focussing on talking to others online and how to keep safe;

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Extremism and Radicalisation

(in line with (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014). [Promoting fundamental British values through SMSC - GOV.UK](#)

- School values taught and explored;
- PSHE/PSED and Spiritual Reflection opportunities;
- Differences and tolerance taught through Christian stories in Collective Worship; e.g. The Good Samaritan;
- Multi-cultural topics taught across the school;
- Community visitors from different faiths and backgrounds;
- LOtC/Educational visits linked to other cultures and to places of worship;
- RE teaching and curriculum: other faiths taught and compared.

Racism and Faith-Based Prejudice

- School values taught and explored;
- British Values taught and explored;
- PSHE/PSED and Spiritual Reflection opportunities;
- Differences and tolerance taught through Christian stories in Collective Worship; e.g. The Good Samaritan;
- Multi-cultural topics taught across the school;
- Community visitors from different faiths and backgrounds;
- LOtC/Educational visits linked to other cultures and to places of worship;
- RE teaching and curriculum: other faiths taught and compared.
-

Section 9 - Online Safety, Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, our school ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- Internet Safety Policy
- Acceptable Use Policy
- Web Filtering and Device Monitoring through SENSO monitoring software
- Audit of effective filtering through daily filter reports to the DSL.

We recognise that the online risks fall into 4 main categories:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and engaging with parents to raise awareness in order to support their children and young people.

The DSL will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

The DSL will oversee the delivery of the online safety curriculum ensuring safeguarding is maintained.

We ensure that:

- Online safety is included our curriculum provision as part of providing a broad and balanced curriculum;
- Our school iPads will have the Safer Schools app installed and activated.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age-related guidance.

Technology, and the risks and harm related to it evolve and change rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks pupils face.

Artificial intelligence (AI)

The use of Artificial Intelligence (AI) is a new and developing field and the implications for safeguarding will be closely monitored over the next year and the appropriate response will be led within the school to have the appropriate level of security protection procedures in place to safeguard our systems. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this, we use [National Education Network](#). In addition to this we access support from [Cyber security standards for schools and colleges.GOV.UK](#).

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Himbleton CE Primary School and Nursery recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard children. We recognise the emerging safeguarding risks associated with artificial intelligence (AI), including the creation and sharing of AI-generated nude or semi-nude images, deepfakes, and "nudified" images. Such incidents will be treated as safeguarding concerns and responded to in line with the school's child protection procedures.

Mobile Phone Use

In our school, we have a mobile phone-free environment by default. The school has a Mobile Phone Policy in place to support this; children at our school are not permitted to bring personal mobile devices to school, including iPads. If children need to bring a mobile device to school in exceptional circumstances, a discussion will be held with parents and carers and the phone will remain with the class teacher for the duration of the school day. (See Mobile Phone Policy on our school's website).

Filtering and Monitoring

Our Governing Body is responsible and need to ensure the limit of children's exposure to the above risks from the school's IT system.

Our Governing Body ensures our school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness through training in line with KCSIE 2026, ensuring that the headteacher and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified. We also consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

In our school, we monitor the results of our web blocking and monitoring software weekly to ensure that our children work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming. Incidents are categorised based on their nature (including 'false positive' if of no safeguarding risk) and responded/investigated if of concern. Incidents of this nature are always recorded on CPOMS.

We will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually;
- Block harmful and inappropriate content without unreasonably impacting teaching and learning;
- Have effective monitoring strategies in place that meet their safeguarding needs.

We meet the Government Cyber security standards for schools and colleges identifying and assigning roles and responsibilities for filtering and monitoring. Our DSL reviews standards and discusses with IT staff or service providers what more needs to be done to support us in meeting the required standards.

We also ensure that all staff:

- understand their role;
- are appropriately trained;
- follow policies, processes, and procedures;
- act on reports and concerns;
- work to clear guidance ensuring safe and effective online learning, including on the school's learning platform, Class Dojo.

Section 10 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

This section should be read alongside KCSIE 2026 pages 12-19 [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)

Criminal Exploitation Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation
- County Lines
- Child Trafficking & Human Slavery
- Financial exploitation

We will view children (0-18 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our children to be viewed as children in all circumstances, avoiding the adultification of any older teenage children.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is a problem that occurs for boys as well as girls.

Sexual exploitation CSE can affect any child who has been caused, forced, incited into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing.' One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns and report to the DSL immediately. The DSL should refer to the Worcestershire levels of needs guidance to assess whether a referral to Worcestershire County council family front door is required. Additionally, to this to seek to complete a GET SAFE risk assessment [Get Safe | Worcestershire County Council](#) immediately and share any further intel with West Mercia police.

Child Trafficking & Human Slavery

Our school will ensure we keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources via GET SAFE and Worcestershire County Council multi agency exploitation team.

Violence against women and girls including Honour-Based abuse (including Female Genital Mutilation and Forced Marriage)

We recognise the links between violence against women and girls, misogyny, harmful sexual behaviour, sexual harassment, sexual violence, online abuse and coercive behaviour. Preventative education, early identification and proportionate intervention form part of our whole school safeguarding approach.

Where HBA affects children and young people it is a child protection issue. It is an abuse of human rights.

Children and young people who suffer Honour Based Abuse are at risk of significant harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:

- Protecting family 'honour';

- To control unwanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual, or transgender);
- Strengthening family links;
- Protecting perceived cultural and/or religious ideals;
- Preventing unsuitable relationships;
- Assisting claims for residence and citizenship in the UK;
- Perceived immoral behaviour e.g., make-up or dress; use of mobile phone; inter faith relationships.
- Prejudiced-based harm

Our staff in school have received appropriate training and where we identify HBV, the DSL will refer to Children's Social Care, the Police and the National Forced Marriage Unit promptly.

[The right to choose: gov guidance on forced marriage](#)

FGM mandatory reporting duty for teachers

FGM is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such. With effect from October 2015, all schools are subject to a mandatory duty to report. This means that in our school we ensure:

- Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible;
- All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. mandatory reporting requirement in respect of female genital mutilation (FGM).

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

In our school, we teach children about what is appropriate and what is not as part of our PSHE/RSE curriculum, ensuring that this is done at an age-appropriate level.

Forced Marriage

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), of which focus on the role of schools and colleges. Our staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Section 11 - Domestic Abuse

We recognise that domestic abuse can encompass a range of behaviours including physical, emotional, psychological, sexual, financial and coercive or controlling behaviour. Children who see, hear, experience or are otherwise affected by domestic abuse are recognised as victims in their own right and may experience significant short- and long-term impacts on their health, wellbeing, development, attendance and educational outcomes.

We will be alert to indicators of domestic abuse and will respond to concerns in accordance with safeguarding procedures. Staff remain vigilant to the impact of domestic abuse on children and recognise that abuse within families may also include child-to-parent or caregiver abuse.

We are committed to working with safeguarding partners and relevant agencies to provide timely support and intervention for children affected by domestic abuse. Information will be shared appropriately, proportionately and securely in line with safeguarding responsibilities and data protection requirements.

As part of our safeguarding arrangements, we participate in Operation Encompass and recognise the statutory requirement for police to share information with educational settings where a child may have been affected by a domestic abuse incident. This enables early support to be provided to children who may be vulnerable because of their experiences.

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of gender identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse.’ Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

MARAC

Where we identify a victim of domestic abuse being high risk at Himbleton CE Primary School and Nursery, we will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share

information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

In addition, we will support the child within school, ensuring that they have access to nurture-based support and have an opportunity to explore their feelings and experiences in a safe and supportive environment. We will always support adult victims of domestic abuse and signpost towards support groups, in addition to the support available in our Family Help offer.

[Worcestershire Domestic abuse guidance](#) [Ending Domestic abuse Save Lives](#)

Operation Encompass

In November 2025, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities.

In our school, we receive Operation Encompass Notifications including any reported regarding children in our Early Years class. Operation Encompass highlights that a Domestic Abuse Incident has taken place and the police have been called.

Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when police are called to an incident of domestic abuse where there are children in the household who have experienced the domestic incident, they inform Worcestershire County Council, who then inform the school, (at Himbleton CE Primary School and Nursery, the DSL/headteacher) before the child or children arrive at school the following day. This information sharing ensures relevant information about the child's circumstances are received in a timely manner and therefore as a school we enable support to be given to the child according to their needs.

[Duty on police forces in England and Wales to notify education establishments of domestic abuse incidents: Operation Encompass](#)

As part of the support, we then:

- ensure that staff maintain a close eye on the child;
- ensure that staff inform the DSL of any changes with regards to their behaviour;
- report and record anything out of the ordinary.

Section 12 - Safeguarding Children Who Are at Risk of Extremism

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, our school recognises some, from an early age, can be exposed to terrorist & extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. We are committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** – defined as 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.

All staff need to be alert to changes in children and young people's behaviour which could indicate that they may need help or protection.

We know children and young people are vulnerable to extremist ideology and radicalization and in a similar way to protecting children from other forms of harms and abuse, we are committed to protecting children from protecting children from being drawn into extremism, radicalisation and terrorism.

In our school, this will be part of our annual CPD training programme by the DSL.

Due diligence checks will be undertaken by our school if there are organisations that use our facilities. These checks will include ensuring that any visitors to our school, such as visiting speakers, authors or companies, are checked. We will ensure that such visitors are from a reputable organisation and will seek to assure ourselves that they do not pose a risk of harm to our children through checking online presence, talking to other educational establishments and seeking recommendations.

We are aware that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.

When any member of our staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. Staff should use the Prevent risk assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. If there is a concern that a child or young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern and record their concerns on the school's reporting system, CPOMS. In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel [Channel guidance](#) for screening and assessment. We will ensure that the DSL will complete local training on the locality risks, and these will be cascaded to our staff. More information about adult radicalisation can be found on the [Worcestershire County Council's Prevent – Prevention of Extremism and Radicalisation Strategy page](#).

The school's DSL and deputy are aware of local procedures for making a Prevent referral.

Section 13 - Children Missing from Education, Elective Home Education and Homestay Arrangements

Children Missing from Education

Our school will inform the local authority where a child or young people is missing from education and or absence is irregular. We will provide information to the local authority when removing a child from school roll as per local Worcestershire County Council and statutory guidance:

- [Statutory guidance children missing in education](#)
- [Attendance and Children Missing Education \(CME\) | Worcestershire County Council](#)

Our Attendance Policy, (available on the School's website) details the school's response to children who are missing. We will always follow Local Authority guidance for children classed as CME and work with the Local Authority to make every attempt to ensure that their whereabouts are known and that a school place is offered, if possible.

Elective Home Educated

We will inform Worcestershire County Council all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible to enable informed decisions are being made in the best interests of children. We will discuss the reasons for the decision to home-educate and will offer advice and support if required. Where a child has additional vulnerabilities we will assess the impact to risk that elective home education may add and collaborate with partners and parents to ensure this is fully understood and informs assessments or plans.

Homestay Exchange Visits

School Arranged Homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged Homestays Abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Children will be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

Privately Arranged Homestays

Where a parent or child arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Section 14 - Allegations Against Staff Members and Low-Level Concerns

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy which is issued to all staff annually and is available on the school's network.

Whistleblowing concerns about the headteacher should be raised with the Chair of Governors. Where the headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO). Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#).

If staff have a safeguarding concern or an allegation of harming or posing a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then this should be referred to the headteacher.

Details of Worcestershire's LADO are available on this link [Refer to Children's Social Care | Worcestershire County Council](#). If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's Low-Level Concerns Policy which is issued to staff at induction, reviewed annually and available on the school's network.

Low-Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children and young people;
- having favourites;
- taking photographs of children and young people on their mobile phone, contrary to school policy;
- engaging with a child or young person on a one-to-one basis in a secluded area or behind a closed door;
- humiliating children or young people.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, behaviour to actions which may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable and enact abuse.

At Himbleton CE Primary School and Nursery, all staff are aware of the definition of low-level concerns. Staff members will report their concerns to the headteacher/DSL verbally, or by submitting a low-level concern reporting form. When submitting concerns, staff will take care to ensure that they observe the Confidentiality Policy and the Allegations of Abuse Against Staff Policy, and protect the identity of all individuals to which the concern pertains as far as possible.

Staff members may request anonymity when reporting a concern, and the school will endeavour to respect this as far as possible. The school will not, however, promise anonymity to staff members who report concerns in case the situation arises where they must be named, e.g. where it is necessary for a fair disciplinary hearing. In line with the Whistleblowing Policy, staff will be protected from potential repercussions caused by reporting a genuine concern.

Where a low-level concern relates to the headteacher, it should be reported to the Chair of Governors.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in the school, staff will also be required to report this to the headteacher, who will, in turn, inform the employer of the subject of the concern.

On occasion, a member of staff may feel as though they have acted in a way that:

- Could be misinterpreted;
- Could appear compromising to others;
- They realise, upon reflection, falls below the standards set out in the Staff Code of Conduct.

All concerns will be evaluated by the headteacher who will use their professional judgment to decide if it meets the harm threshold. Low-level concerns will be dealt with and recorded as detailed in the Low-Level Concerns Policy depending on the nature of the concern.

Records of all low-level concerns will be kept securely and separate from personnel files.

Section 15 - Safer Recruitment

Safer recruitment practices are an essential part of creating a safe environment for children and young people. We will:

- Not allocate start dates to new members of staff until all employment checks have been completed;
- Keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications securely in staff personnel files;
- Ensure that right to work documents will be kept for two years following the date staff leave our school but will then be destroyed after the two years. This is as per guidance set out in KCSIE 2026;
- Ensure that staff and volunteers working at in our school are suitable to do so as outlined in our Safer Recruitment Policy;
- Ensure that, in line with KCSIE 2026, online searches are conducted for all shortlisted candidates, informing all candidates that this will take place ahead as part of the recruitment process.

As KCSIE 2026 requires, we will also complete risk assessments for all volunteers working in our school. Where a volunteer is working in regulated activity, we will conduct/require a DBS check, including a barred list check. Where a volunteer isn't working in regulated activity, we will require DBS not including barred list check.

We will assess volunteer roles carefully to determine the appropriate level of vetting and DBS checks required, including Enhanced DBS checks with Children's Barred List information where eligibility criteria are met. We will ensure that no individual who is barred from working with children undertakes regulated activity with children.

The school will undertake appropriate checks and risk assessments for contractors and agency workers to ensure that safeguarding requirements are met before unsupervised access to children is permitted.

See our Safer Recruitment Policy – Annex B of this policy.

Single Central Record

The Single Central Record (SCR) is an important part of our school commitment to safeguarding and will be maintained by the Office Administrator.

All pre-appointment checks are recorded on the school's SCR and is audited on a regular basis by the headteacher and the Safeguarding Link Governor.

Any people accessing our school site will only be authorised to do so if they comply with and follow the arrangements and must:

- Report to the reception on arrival;
- If visiting, sign the visitor signing in book;
- If unknown to the school, provide proof of identity;
- Wear a name badge/visitor badge at all times with lanyards differentiating whether they are staff, visitors or governors;
- If a member of staff, wear the designated school lanyard and name badge;
- Understand that they will be supervised if they are not a member of staff, governor or have a DBS check;
- Be made aware of the arrangements for safeguarding, health, and safety;
- Sign out at the end of their visit/session in school.

Section 16 - Confidentiality, Information Sharing and Record Keeping

Staff, volunteers and contractors have the responsibility to share relevant information about the protection of children with the headteacher/DSL and potentially external investigating agencies. We take all disclosures very seriously.

Information sharing is essential for effective safeguarding. Fears about sharing information must not stand in the way of protecting children. Decisions about information sharing will be made in line with statutory guidance, UK GDPR and data protection legislation.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child sensitively that they have a responsibility to refer the matter to the DSL for the child's well-being. We will seek to reassure our children that the matter will only be disclosed to the DSL, who will then decide on appropriate action. At no time should a staff member promise total confidentiality.

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual children. If a staff member has a safeguarding or child protection concern, they must inform the DSL as soon as possible.

Notes of concerns will be held securely on the school's reporting system, CPOMS.

Any external organisation or contractor working at our school is expected to work in accordance with our safeguarding and child protection policy. Information and guidance regarding safeguarding procedures will be shared with contractors and visitors on arrival at school. External visitors and contractors are informed that they must report safeguarding concerns to the headteacher/ DSL.

Working in partnership with parents is important and we will endeavour to do this at all times. It is recognised however that there are occasions when it is in the child's best interest for work to be undertaken and referrals made without the parents' initial consent to ensure the welfare and safety of our children.

In order to achieve this, we will:

- Aim to help parents understand that school has a responsibility for the welfare of all children and has a duty to refer cases to the Local Authority in the best interests of the child;
- Consider the safety of the child and, in certain cases when a concern arises, help parents to understand that the DSL has the responsibility to seek advice prior to contacting parents;
- Make all our policies available on the website and on request;
- Ensure a robust complaints' system is in place to deal with issues raised by parents and carers;
- Provide advice and signpost parents and carers to other services where children need extra support by ensuring our Family Help/Supporting Families offer is up to date and available on our school website.

Our child protection records will be stored securely and in line with the latest data protection policy.

All safeguarding files will be kept separately from individual pupil records and stored securely. Information in these files will only be shared with relevant staff when it is necessary consistent with the latest data protection guidance.

Information Sharing

We will release information, including to police, on receipt of the appropriate documentation in line with data sharing laws. Upon receipt of any request, the DSL/headteacher will be informed and a decision on an appropriate way forward in line with data protection will be made.

When children transfer to another school or setting, child protection and safeguarding information will be shared with that school or setting to ensure safe and consistent support for that child or young person. Where possible, this will be done electronically through CPOMS. However, where this is not possible, records will be printed and delivered in person or sent via recorded delivery.

We will ensure the new school or setting sign a document to say they are in receipt of the safeguarding and child protection file. We will keep this on file until the child or young person's 25th birth year.

Updated June 2026 [Data protection in schools - Guidance - GOV.UK](#)

Section 17 - The Early Years Setting Within our School

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

All staff working within the Early Years Foundation Stage will read and be familiar with the EYFS Statutory Framework and the safeguarding and welfare requirements relevant to their role, alongside KCSIE 2026.

As an Early Years' provider delivering the Early Years Foundation Stage (EYFS), our aim is to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. We will do this by ensuring that:

- We have a safe secure learning environment where children can be seen and heard at all times;
- There is a named member of staff in the DSL team;
- There is always a member of staff who holds a current paediatric first aid qualification and who is available;
- Liaise with parents and carers to support with their child's development;
- Routinely monitor health and safety practices to promote children's safety and welfare;
- Appropriate staff, ratios and qualifications comply with statutory guidance meeting the needs of all children.
- All volunteers who work with children in EYFS will have had an enhanced DBS and barred list check.

We will promote the health of all children and young people including early years by:

- Taking necessary steps to prevent spread of infection;
- Ensuring that all intimate care is undertaken in line with our [Intimate Care Policy](#) available on the policy page of our website;
- Ensuring that the administration of medicines is in line with our [Managing Medicines Policy](#) available on the policy page of our website;
- Taking appropriate action where children / young children, including those in Early Years are unwell.

Section 18 - Our Responsibilities

Safeguarding and promoting the welfare of children is ***everyone's responsibility***. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

At Himbleton CE Primary School and Nursery, we are fully committed to creating a culture where children feel safe, listened to and taken seriously. We actively seek to understand and consider children's wishes and feelings in all aspects of safeguarding and child protection. Staff are trained to listen to children attentively and respectfully, recognising the importance of what they say - verbally or through behaviour. The DSL ensures that children's voices are considered when making decisions that affect their safety, wellbeing and support, in line with statutory guidance. Our safeguarding team is trained to gather child voice, wishes and feelings using a range of direct work tools. Where appropriate, these views of the child will be used to inform referrals, plans and interventions, while always maintaining a focus on their best interests and welfare.

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure, they should always speak to the DSL or deputy – if in exceptional circumstances, the DSL (or DDSL) is not available, staff should consider contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

The Governing Body of Himbleton CE Primary School and Nursery will determine and keep under review safeguarding policy and practice in our school.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct;
- Attend all relevant training and development provided by Himbleton CE Primary School and Nursery;
- Undertake induction training with the headteacher, including safeguarding training and online compliance training provided through The Key for School Leaders;
- Staff working directly with children will read KCSIE 26 Part 1, Annex A;

- Staff who do not work directly with children will read KCSIE 26 part 1;
- Know how to deal with a disclosure; if a child discloses to a member of staff that they are being abused, the staff member should refer to this policy and procedures in place and follow guidance set out in Appendix A of this policy;
- Report instances of actual or suspected child abuse or neglect to the DSL or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), child-on-child abuse and gender-based violence/sexual assaults, racism, faith-based prejudice and discrimination and sexting. Further information can be found in Part 5 of KCSIE 26.
- Know the Designated and Deputy Safeguarding Lead's name and contact details, including telephone numbers and email address;
- Recognise that in exceptional circumstances physical intervention may be necessary to prevent the pupil from causing injury to themselves others, committing a criminal offence or damaging property- [Use of reasonable force and other restrictive interventions guidance](#)
- Know that any child may benefit from Family Help, but be particularly alert to the potential need for Family Help for a child who:
 - is disabled and has specific additional needs
 - has mental health concerns
 - has special educational needs (whether or not they have a statutory education, health, and care plan)
 - displays anti-social or criminal behaviour
 - is a young carer
 - is frequently missing/goes missing from care or home
 - is misusing drugs or alcohol
 - is at risk of radicalisation
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care.

All staff must be aware of the Family Help process; this includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a Family Help assessment. All Family Help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team Responsibilities

The DSL and the DDSL:

- Ensure all staff are vigilant to harm and abuse, are able to identify those children for whom there are child protection concerns and can make appropriate referrals, including to Family Help services;
- Encourage a culture of listening to children and young people considering their wishes and feelings, making the most of every opportunity to gather their concerns;
- Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or who were previously known to social services;
- Deliver a consistent approach to behaviour through the policy principles;
- Ensure that all staff and volunteers are trained sufficiently so they have the skills, knowledge and understanding necessary to keep children safe at all times, including on site, when attending alternative provision, educational visits off site or work-related learning. We follow the guidance on

Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools and colleges should expect providers to have in place;

- Ensure that the KCSIE 2026 guidelines for effectively managing SEND and safeguarding are in place including the 2026 updates to this area;
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children, those with additional SEN needs;
- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision;
- Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences;
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy);
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff;
- Ensure the school offers a safe environment through effective implementation of the school's Health and Safety Policy to meet the statutory responsibilities for the safety of children and staff at the school.

The Designated Safeguarding Lead is responsible for:

- Maintaining both a strategic and operational approach to safeguarding;
- Being available term time during school hours (or the deputy DSL in their absence) for staff, contractors, visitors or volunteers to discuss any safeguarding concerns;
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy;
- Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance;
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate;
- Attend accredited, enhanced training as defined by Himbleton CE Primary School and Nursery's Safeguarding Arrangements to fulfil the role every two years;
- Ensuring that appropriate training for staff is organised annually and renewed through ongoing professional development;
- Ensuring families are fully aware of the school's safeguarding policies and procedures and kept informed and involved;
- Ensuring that, in line with Keeping Children Safe in Education (KCSIE) 2026, where reasonable possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home;
- Ensuring that effective communication and liaison takes place between the school and the Local Authority and any other relevant agencies, where there is a safeguarding concern in relation to a child;
- Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise;
- Maintaining details of any child who is looked after's social worker and the name of the virtual school head (in the authority that looks after the child);

- Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the school and meet the needs identified in the child's personal education plan (PEP);
- Ensuring that internet safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place;
- Acting as the Senior Mental Health Lead and liaise with local Mental Health Services as appropriate;
- Dealing with allegations of abuse in accordance with local and statutory procedures;
- Having an awareness of the requirements around the role of the Responsible Adult under PACE requirements;
- Supporting staff members in liaising with other agencies and setting up an inter-agency assessment as appropriate if Family Help is appropriate;
- Ensuring that adequate reporting and recording systems are in place;
- Ensuring relevant records are passed on appropriately when children transfer to other schools or are being educated at alternative provision or off-site education;
- Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child;
- Providing guidance and advice on the management of child-on-child sexual abuse incidents.
- Tracking the progress, attainment and aspirations of children known and previously known to social care;
- Ensuring accurate vulnerability recording within CPOMS with the submission of safeguarding data as required.

The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. These meetings must be evidenced by minutes added to CPOMS. Other key staff will be invited as appropriate.

Section 19 - Statutory Requirements

This policy has been developed in line with the following statutory key documents:

- Home Office (2023) ['Prevent duty guidance: Guidance for specified authorities in England and Wales'](#)
- DfE (2026) [Working together to safeguard children 2026](#)
- DfE (2018) ['Disqualification under the Childcare Act 2006'](#)
- DfE [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)
- DfE (2026) [Working together to improve school attendance: July 2026](#)
- HM Government (2020) ['Multi-agency statutory guidance on female genital mutilation'](#)
- HM Government (2025) ['Channel Duty Guidance: Protecting people susceptible to radicalisation'](#)
- Home Office and Foreign, Commonwealth and Development Office (2023) ['Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'](#)

Other non-statutory Guidance

- DfE ['What to do if you're worried a child is being abused'](#)
- DfE ['Child sexual exploitation'](#)
- DfE ['Information sharing'](#)
- DfE ['Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)

- DfE ['Teachers' Standards'](#)
- DfE ['Recruit teachers from overseas'](#)
- DfE ['Working together to improve school attendance'](#)
- DfE ['Meeting digital and technology standards in schools and colleges'](#)

Section 20 - Links with Other Policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Staff Code of Conduct
- Complaints' Policy
- Whistleblowing Policy
- Child-on-Child Abuse Policy
- Low Level Concerns Policy
- Managing Allegations Policy
- Health and Safety Policy
- Attendance Policy
- Arrivals and Departures' Policy
- Online Safety Policy
- Anti Bullying Policy
- Child-friendly Anti-Bullying Policy
- Mobile Phone Policy
- Equality Policy
- Mental Health and Wellbeing Policy
- Relationships and Sex Education Policy
- PSHE Policy
- First Aid Policy
- Intimate Care Policy
- Managing Medicines Policy
- Accessibility Plan
- Curriculum
- Privacy notices
- Early/Family Help Strategy

Section 21 - Appendices

Appendix A – Responding to Concerns and Disclosures and Reporting on CPOMS

Purpose

All staff have a responsibility to safeguard and promote the welfare of children. Staff should be alert to signs of abuse, neglect and exploitation and understand that children may be at risk of harm both inside and outside the home, online and offline. Any concerns about a child's welfare must be reported immediately to the Designated Safeguarding Lead (DSL) or the deputy. Safeguarding concerns should never be ignored.

A child may:

- Disclose abuse directly.
- Show physical signs of abuse.
- Demonstrate changes in behaviour, emotional wellbeing, or presentation.
- Indirectly communicate concerns through their behaviour, work, or interactions with others.

Staff must always act in the best interests of the child and follow the school's safeguarding procedures.

Responding to Concerns and Disclosures

If a child discloses abuse, staff should:

Do

- Remain calm and listen carefully;
- Take the child seriously;
- Reassure the child that they have done the right thing by telling someone;
- Explain that information will need to be shared with appropriate people who can help keep them safe;
- Record the disclosure accurately using the child's own words where possible;
- Report the concern immediately to the DSL or deputy DSL.

Do Not

- Promise confidentiality;
- Ask leading questions;
- Investigate the concern yourself;
- Interrupt or pressure the child;
- Confront an alleged perpetrator.

Immediate Risk

If a child is at immediate risk of significant harm, staff should contact Children's Social Care and/or the Police without delay and inform the DSL as soon as possible.

Categories of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child.

Possible Indicators

- Unexplained injuries;
- Injuries inconsistent with explanations given;
- Frequent injuries;
- Reluctance to change clothes;
- Fear of physical contact;
- Aggressive behaviour or extreme withdrawal.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on their emotional development.

Possible Indicators

- Excessive withdrawal;
- Low self-esteem;
- Self-harm;
- Anxiety or depression;
- Delayed emotional development;
- Extreme compliance or attention-seeking behaviour;
- Difficulty forming relationships.

Sexual Abuse

Sexual abuse involves forcing, causing or enticing a child or young person to take part in sexual activities such as involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. This can occur online or offline and may not always involve physical contact or violence, whether or not the child is aware of what is happening. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. Child-on child sexual abuse is covered in the child on child abuse section of this policy.

Possible Indicators

- Inappropriate sexualised behaviour;
- Knowledge beyond expected developmental levels;
- Sudden behavioural changes;

- Reluctance to be with certain individuals;
- Self-harm;
- Unexplained gifts or money;
- Sexually transmitted infections or pregnancy.

[Home | CSA Centre](#)

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

Possible Indicators

- Poor hygiene;
- Inadequate clothing;
- Frequent hunger;
- Untreated medical needs;
- Poor attendance;
- Tiredness or lethargy;
- Developmental delay.

[Neglect-Screening-Tool.pdf](#)

Staff should not attempt to diagnose abuse or investigate concerns. Their role is to observe, record and report. Any concern, no matter how small it may appear, should be shared promptly with the Designated Safeguarding Lead to ensure children receive the help and protection they need.

Recording

The school currently uses the online, cloud based CPOMS (Child Protection Online Monitoring and Safeguarding System) which can be accessed remotely from any device which connects to the internet.

All staff have been given an online username and are required to set up their own password in order to access the system and report any concerns.

Information entered must include:

- The child's name (date of birth will automatically be entered)
- The nature of the concern (staff can choose from a drop-down menu)
- Details of any disclosures in the child's own words if possible, including any discussion held between the member of staff and the child.
- The name of any children who are also related to the concern.
- Any injuries/marks using the front and back body maps of a child. Multiple injuries can be marked on the body map but must be referred to in the written description of the concern so that the injuries are clearly identified.

The DSL/Deputy DSL will be informed immediately through an email alert and can action any response as required. This information can be added through the 'Action' tab under the initial entry. Staff may also be alerted or assigned to an action and should add any outcomes, such as discussion with parents. This enables the

DSL to monitor actions and to ensure that all safeguarding concerns or situations are being addressed into or resolved.

Staff will be unable to view individual safeguarding files but will be able to view any concerns they have added themselves, and will be able to view any actions or resolutions added which are relevant to them.

The website address for the online system is <https://himbletoncofe.cpoms.net> with staff email addresses as usernames. Passwords will remain private to each individual.

Appendix B - Safer Recruitment Policy

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children;
- That safeguarding checks will be undertaken;
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children;
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.

Application forms

As a Local Authority school, we will use the Worcestershire County Council advertising and application process which will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them;
- Explore all potential concerns.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
 - If they have a criminal history;
 - Whether they are included on the barred list;
 - Whether they are prohibited from teaching;
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales;
 - Any relevant overseas information;
 - If they are known to the policy and children's local authority social care;
 - If they have been disqualified from providing childcare;

- Sign a declaration confirming the information they have provided is true.

We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we will carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references;
- Liaise directly with referees and verify any information contained within references with the referees;
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations;
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed;
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children;
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate;
- Resolve any concerns before any appointment is confirmed.

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this;
- Explore any potential areas of concern to determine the candidate's suitability to work with children;
- Record all information considered and decisions made.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity;

- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken;
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available;
- Verify their mental and physical fitness to carry out their work responsibilities;
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards;
- Verify their professional qualifications, as appropriate;
- Ensure they are not subject to a prohibition order if they are employed to be a teacher;
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or

- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity;
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity;
- Obtain an enhanced DBS check with barred list information for all volunteers before they start working with children;
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

All governors will have an enhanced DBS check with barred list information.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a child with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Children staying with host families

Where the school makes arrangements for children to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.