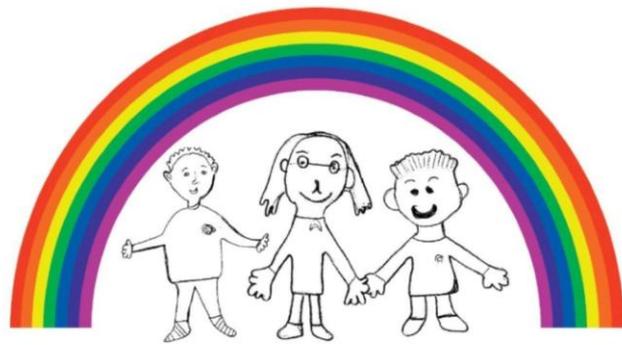


# Priory Primary School

## Child Protection and Safeguarding Policy



*Priory Primary School*  
At the heart of the community

<b>Title</b>	Child Protection & Safeguarding Policy
<b>Status</b>	APPROVED
<b>Ratified Date</b>	29th September 2025
<b>Ratified by</b>	Governing Board
<b>Review Cycle</b>	Annually
<b>Review Date</b>	Autumn 2026

## Contents

1. Quick Reference Information	3
2. Introduction	4
3. Key Principles at Priory Primary	9
4. Roles and responsibilities	19
5. Child Protection Procedures and Information Sharing	24
6. Safe Practice at Priory Primary	28
7. Allegations Involving School Staff / Volunteers	31
8. Child Protection Training	34
9. Implementation, Dissemination and Review of Policy	34
Appendix 1: Dealing with Child on Child Abuse	35
Appendix 2: eSafety, Social Media and Acceptable Use Policy	40
Appendix 3: Safer Recruitment	48

## 1. Quick Reference Information

<b>School Name and contact details</b>	Priory Primary School Greyfriars, Bedford MK40 1JD 01234 261768
<b>Designated Safeguarding Lead and contact details</b>	Juliet Fraser <a href="mailto:jfraser@prioryprimary.co.uk">jfraser@prioryprimary.co.uk</a> 01234 261768
<b>Deputy Designated Safeguarding Lead and contact details</b>	Paula Wakeling <a href="mailto:pwakeling@prioryprimary.co.uk">pwakeling@prioryprimary.co.uk</a> 01234 261768
<b>Designated Governor for Safeguarding and school contact details</b>	Roger Stokes <a href="mailto:office@prioryprimary.co.uk">office@prioryprimary.co.uk</a> 01234 261768
<b>Prevent Single Point of Contact</b>	Juliet Fraser <a href="mailto:jfraser@prioryprimary.co.uk">jfraser@prioryprimary.co.uk</a> 01234 261768
<b>Operation Encompass Single Point of Contact</b>	Juliet Fraser <a href="mailto:jfraser@prioryprimary.co.uk">jfraser@prioryprimary.co.uk</a> 01234 261768
<b>Designated Lead for Mental Health and Wellbeing and contact details</b>	Natasha Wilde <a href="mailto:nwilde@prioryprimary.co.uk">nwilde@prioryprimary.co.uk</a> 01234 261768
<b>Designated Governor for Mental Health and Wellbeing and school contact details</b>	Zohra Zaman <a href="mailto:office@prioryprimary.co.uk">office@prioryprimary.co.uk</a> 01234 261768
<b>Reviewed annually, date last reviewed</b>	September 2025

### **SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY**

Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be directed to the Integrated Front Door (IFD) or in the case of an adult, to the Local Authority Designated Officer (LADO). See p3.

## Quick Reference Guide

Who to Contact:

Bedford Integrated Front Door (previously MASH)

[multiagency@bedford.gov.uk](mailto:multiagency@bedford.gov.uk)

Tel: 01234 718700

Out of Hours: 0300 300 8123

[Concerned about a child? | Bedford Borough Council](#)

LADO [lado@bedford.gov.uk](mailto:lado@bedford.gov.uk)

Tel: 01234 276693

(Local Authority Designated Officer)

Children Missing in Education

Tel: 01234 228178

Further Information:

Bedford Borough Safeguarding Children Board

Tel: 01234 276512

Email: [lscb@bedford.gov.uk](mailto:lscb@bedford.gov.uk)

Website: [www.bedford.gov.uk/lscb](http://www.bedford.gov.uk/lscb)

## 2. Introduction

This policy aims to provide all members of staff, volunteers, governors, children and young people, and their families/carers with **a clear and secure framework for ensuring that all children and young people in the school are protected from harm**, both while at school and when away from the school premises.

### Purpose of this policy

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

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child

Protection and Safeguarding Policy by publishing this policy on the school website [www.prioryprimary.co.uk](http://www.prioryprimary.co.uk) and by including it in information given to all new starters.

A copy of this policy will be made available to parents/carers upon request.

## 2.1 Legislation and statutory guidance

This policy is based on the following legislation and statutory guidance:

- Guidance for safer working practices for those working with children and young people in education settings October 2015
- **Keeping Children Safe in Education** (DfE, September 2025)
- **Working Together to Safeguard Children** (DfE 2023)
- Information Sharing (HM Government, July 2018)
- Procedures of the Pan Bedfordshire Safeguarding Children Partnerships and Safeguarding Adults Boards
- What to do if you are worried a child is being abused (DfE, 2015): Advice for practitioners
- Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- **Children Act 1989** (amended 2004) which provides a framework for the care and protection of children
- **Statutory Guidance on the Prevent Duty** updated April 2021
- Use of reasonable force in schools (DfE, 2013)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)
- Preventing and tackling bullying: Advice for Head teachers, staff and governing bodies (DfE, 2017)
- Prevent Duty, Counter terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)
- Children missing education (DfE, 2016)
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- The Domestic Abuse Act 2021
- Drugs (DfE and ACPO guidance)
- Sharing nudes and semi-nudes: advice for educational settings

- Data Protection in School (DfE 2024)

**This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.**

## **2.2 Definition of Safeguarding**

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

**Child Protection** is part of this definition and refers to activities undertaken to safeguard and promote the welfare of children

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

**Early Help** means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

**Children** includes everyone under the age of 18.

## **2.3 Contextual Safeguarding**

Priory Primary School is committed to supporting all aspects of children and young people's development and learning, and keeping children safe. In order to achieve this, we aim for a culture of vigilance, not only within the school buildings, but within the wider school community. This means an ethos of **Contextual Safeguarding** where all staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school.

All staff, and especially the designated safeguarding leads, will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including – but not limited to – sexual abuse, teenage relationship abuse, criminal exploitation, serious youth violence, county lines and radicalisation.

## **2.4 Ethos**

We understand that there are a wide variety of environmental factors and experiences in a child's life that may be a threat to their safety and / or welfare. The school must ensure that

children are equipped to recognise, understand and articulate their feelings and their place in the world. In order to contextualise safeguarding, the school must take an integrated approach that includes:

- the importance of Speech, Language and Communication skills in preventing children from being vulnerable to abuse and / or neglect
- the importance of Social and Emotional skills in preventing children from being vulnerable to abuse and / or neglect
- the importance of adults as roles models, particularly through social, emotional and Values-based interactions with pupils and other adults
- the importance of children learning to resolve small conflicts that arise in day-to-day classroom / playground life
- the importance of children having the right to speak freely and voice their values and beliefs
- recognising that frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours, all of which may also create vulnerability to abuse.

## **2.5 Safeguarding Partners**

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- An integrated care board for an area within the LA
- The chief officer of police for a police area in the LA area

In Bedford, this partnership is called the Bedford Borough Safeguarding Children Board [www.bedford.gov.uk/LSCB](http://www.bedford.gov.uk/LSCB) .

## **2.6 Mental Health, Emotional Well-being and Resilience**

Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience. Staff are trained, including having an awareness 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. Children are supported and listened to.

All staff will work to ensure that:

- All children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share and escalate their concerns appropriately
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers and greater vulnerabilities can exist
- All staff, volunteers and governors are subject to rigorous recruitment procedures which include enhanced DBS checks
- All staff, volunteers and governors are given appropriate induction, support and training to deliver a safe school

## 2.7 Information Sharing (see also section 5)

Information Sharing is a fundamental necessity in child protection, and is a consistent theme in Serious Case Reviews, such that it should be foremost in everyone's actions and responsibilities – the process for information sharing is clearly set out in Roles and Responsibilities (section 3).

All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009 (amended 2018). Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The significant relationships and associations that staff have in school and outside (including online and through social media) may have an implication for the safeguarding of children in school. Staff should speak to the DSL to ensure these are made known and where possible, limited.

**The Data Protection Act (2018) and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.** If in any doubt about sharing information, staff should speak to the DSLs. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

## 2.8 Links to other policies

This policy should be understood alongside school policies and procedures on related safeguarding issues including our:

- Behaviour Policy
- Physical Intervention & Contact Policy
- Code of Conduct
- Whistleblowing Policy
- Children Missing Education Policy guidelines ( Bedford Borough)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
- eSafety Policy (also at Appendix 2)
- Anti-Bullying Policy
- Administration of medication/Supporting children with medical conditions

## 3. Key Principles at Priory Primary School

**3.1** All staff at **Priory Primary School** are made aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help Assessment (EHA). If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to the local authority children's social care (and if appropriate, the police) is made immediately – see 3.2

**3.2** Safeguarding concerns are referred via the **Designated Safeguarding Leads (Juliet Fraser & Paula Wakeling)** to the Integrated Front Door, which considers which is the appropriate organisation that should contribute to the assessment of a child or young person's needs and, where appropriate, to ongoing action to meet those needs.

**3.3** In order to ensure children and young people are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL, one of whom will always be on site; in the event that this is not possible, they will be accessible by mobile phone; in the rare event that they cannot be either on site, or accessible by phone, the DSL of one of the other schools in the LEAP Trust will make themselves available
- All staff and governors are trained in basic Child Protection awareness every three years
- All staff, volunteers and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people
- All staff and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance (Sept 2023); volunteers and staff who do not work directly with children (such as the cleaning team) may read Annex A which is a condensed version of Part 1  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- All staff will sign a declaration annually to say that they have read the guidance at the start of the academic year
- We use the Bedford Borough Safeguarding Children Board escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care.  
[http://bedfordscb.proceduresonline.com/chapters/p\\_reolution\\_disagree.html](http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html)
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone
- Access to information should be on a need to know basis and decided case by case
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount

### **3.4 Recognising Abuse**

Staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

The following signs and symptoms should be a reason to alert staff to possible safeguarding concerns, but it must be remembered that they do not necessarily indicate a safeguarding issue and could be signals of other environmental factors.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical, as well as the impact of witnessing ill treatment of others. This can be particularly relevant in the impact on children of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children. The risk may be within their environment and may relate to risks outside of the home.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

### **3.5 Signs and Symptoms**

All staff have been trained to recognise symptoms and signs of abuse and neglect and some examples are included here:

- Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety
- Emotional Abuse: withdrawn, anxiety, lack of confidence
- Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour
- Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food

#### **3.5.1 Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **3.5.2 Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **3.5.3 Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, 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 (child-on-child abuse). Sexting is an example of child-on-child abuse. See Appendix 1 for specific guidance on Child on Child Abuse and Sexting.

### **3.5.4 Child Sexual Exploitation (CSE) – Statutory Definition**

Child sexual exploitation is a form of child sexual abuse.

- It can be perpetrated by individuals, groups, males and females, and children or adults. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity and may be (but not exclusively)
  - (a) in exchange for something the victim needs or wants, and/or
  - (b) for the financial advantage or increased status of the perpetrator or facilitator.
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.

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

### **Signs and Symptoms of CSE**

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

### **3.5.5 Neglect**

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **3.6 Equality Statement**

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

We give special consideration to children who:

- Have special educational needs or disabilities (SEND) or certain health conditions (see 3.7)
- Are young carers

- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see 3.8)
- Are missing or absent from education for prolonged periods and/or on repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

### **3.7 Special Educational Needs**

Children with special educational needs or disabilities (SEND), and those with certain health conditions, can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration
- The potential for children and young people with SEND being disproportionately victimised and impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding – children being unable to understand the difference between fact and fiction in online content and then repeating the content / behaviours in school

Any reports of abuse involving children with SEND will require close liaison with the DSL and the SENDCo. Extra pastoral support and attention for these children, along with appropriate support for communication, will be put in place.

### **3.8 Looked After Children and Previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Safeguarding Lead and Designated Teacher for looked after children and previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

### **3.9 Child on Child Sexual Violence and Sexual Harrassment (KCSIE, 2025)**

All staff are aware that safeguarding issues can manifest themselves via child on child abuse, and includes Primary School aged perpetrators and victims. This is most likely to include, but not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- Upskirting, which typically involves 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
- Sharing of nude and semi-nude images, videos or live streams (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Exploitation of others by peers: criminal, financial, sexual

Priory Primary School has procedures to follow regarding child on child sexual violence and sexual harassment (Appendix 1). These procedures aim to minimise the risk of child on child abuse and set out how allegations of child on child abuse will be investigated and dealt with.

The procedures take into account the different forms child on child abuse can take. Abuse is abuse and will not be tolerated or passed off as “banter” or “part of growing up”.

Part 5 of KCSIE (Sept 2025) makes clear the following important factors:

- Children who are victims of sexual violence and sexual harassment will, in all likelihood, have their educational attainment adversely impacted by their stressful and distressing experiences; this will be exacerbated if the alleged perpetrator(s) attends the same school
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe

The procedures in Appendix 1 clarify

- How victims of child on child abuse will be supported
- Reflect our approach to youth produced sexual imagery
- Reflect the different gender issues that can be prevalent when dealing with child on child abuse
- Reflect how all children involved will be supported and worked with to reduce and prevent harm

At all times the child's wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

### **3.10 Serious Crime**

All staff should be aware of the signs that children are at risk of, or involved in serious crime. These may include:

- Absence from school
- Change in friendships or relationship with older individual / groups
- Significant decline in performance
- Signs of self-harm / significant change in well-being
- Signs of assault or unexplained injury

Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

### 3.11 Online Safety

The Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place. (See Appendix 2: eSafety, Social Media & Acceptable Use Policy)

Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### 3.12 Special Circumstances

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, which the school will follow for:

● Bullying	● Parental mental illness
● Child Sexual Exploitation (CSE)	● Parents with learning disabilities
● <b>Child Criminal Exploitation (3.12.1)</b> (CCE)	● Parents who misuse substances
● <b>Domestic abuse (3.12.2)</b>	● Pregnancy
● Drugs (including County Lines)	● <b>Private fostering (3.12.5)</b>
● Fabricated or induced illness	● Self-harming and suicidal behaviour
● Faith abuse	● Sexually active children
● <b>Female genital mutilation (FGM)</b> <b>(3.12.3)</b>	● Spirit possession or witchcraft
● Forced marriage	● Trafficked and exploited children.
● Gangs, serious youth violence and violent extremism	● Young carers
● 'Honour'-based abuse	● Gender-based violence/violence against women and girls (VAWG)
● Information and communication technology (ICT)-based forms of abuse, including cyberbullying	● Hate
● <b>Missing from Education care and home (3.12.4)</b>	● <b>Preventing radicalisation (3.12.6)</b>
● <b>Not attending school (3.12.4)</b>	● Sexting
● Parental lack of control	● Relationship abuse

#### 3.12.1 Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm. This can still be exploitation even if the activity appears consensual. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit (or other advantage) of the perpetrator or facilitator.

There may be criminal exploitation of children, which is centred within illegal / offending behaviour such as being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- It can be perpetrated by individuals or groups, males or females, and young people or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It is a defined form of abuse where an individual or group takes advantage of a power imbalance to coerce, manipulate or deceive a child into criminal activity
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources
- It can happen online as well as in person

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

County Lines is an example of Child criminal exploitation: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns). Children being coerced to carry drugs / involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved / at risk. These have been determined as examples under Modern Day Slavery / trafficking legislation.

See detailed guidance in KCSIE Sept 2025 and the Home Office guidance: Criminal exploitation of children and vulnerable adults: County Lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### **3.12.2 Domestic Abuse**

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic Abuse can be, but is not limited to, psychological, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

### **3.12.3 Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FGM, they will follow the Home Office Mandatory Reporting procedures.

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

#### **3.12.4 School Attendance and Children who are Absent from Education**

Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's children absent from education procedures. This includes children being absent within the school day. At Priory Primary School we follow the Bedford Borough guidelines for reporting a child missing or absent from education, and the Attendance Toolkit provided to schools by the Early Help and Intervention Team. These are available in the school office.

Our school endeavours to ensure that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

#### **3.12.5 Private Fostering**

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Parents must inform the school of such arrangements and the school has a duty to inform the Local Authority.

#### **3.12.6 Preventing Radicalisation**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Extremism is the vocal or active opposition to our fundamental values, including 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. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. 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.

## 4. Roles and Responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centered. This means that they should consider, at all times, what is in the **best interest** of the child.

This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

### 4.1 All Staff – Awareness and Understanding of Statutory Guidance

- Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE). Volunteers and staff who don't work directly with children, can instead read annex A of KCSIE (a condensed version of part 1)
- Staff who work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues)
- All staff will review this guidance at least annually and sign a declaration at the beginning of each academic year to say that they have done so.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding leads (DSL), the behaviour policy, the eSafety Policy (Appendix 2) and systems in school to ensure online safety and the safeguarding response to children who are absent from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

- The importance of ensuring that all children and young people who have been subjected to abuse are being taken seriously and that they know they will be supported and kept safe
- That children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and / or they may not recognise their experience as harmful. For example, children may feel embarrassed, humiliated or threatened, which adds to their vulnerability. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns. It is important that staff determine how best to build trusted relationships with children which facilitate communication.

At Priory Primary School, the DSL is also the **Headteacher** therefore the Headteacher responsibilities are included in the following section:

#### **4.2 The Designated Safeguarding Lead (DSL)**

**Named DSL: Juliet Fraser** (also **Headteacher**)

**Deputy DSL: Paula Wakeling** (Assistant Head)

The DSL is the person who takes the lead responsibility for child protection, including support for other staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy DSL is trained to the same level as the DSL. Our DSL will normally be the person who responds to allegations made against members of staff, volunteers or governors.

The DSL must be a senior member of staff with the authority and seniority to carry out functions of the role. The DSL cannot delegate this overall responsibility.

#### **DSL Responsibilities**

- Provide support and advice to all members of staff regarding child protection concerns
- Refer suspected abuse and neglect to the Integrated Front Door (IFD) previously known as MASH
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, \*Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders)
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them
- Ensure that there are robust systems in place, and ensure all staff are aware, for online safety, including the need for strong filtering and monitoring processes
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and other staff
- Ensure that all volunteers, governors and staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer / person raising the issue

- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed (NB at Priory Primary, the DSL is the Head teacher; Deputy DSL is the Assistant Head teacher)
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in both Early years and throughout the school
- Ensuring the relevant staffing ratios are met, where applicable
- Liaise with social care professionals / a child's social worker when responding to unauthorised absence or missing education where there are known safeguarding risks
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a pupil's child protection file is copied for the new educational setting **within 5 days** when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file, ensuring that a confirmation of receipt is obtained
- Ensure that all staff, volunteers and governors receive appropriate and updated Child Protection and Safeguarding Training, including training for online safety, and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

\* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised / exposed to extremist behaviour (Terrorism).

### 4.3 Teaching and Support Staff (and Volunteers)

**It is the responsibility of all members of staff** to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the DSL may have.

#### Education Staff Responsibilities

- To recognise that their observation / concern may contribute to establishing a picture of risk and that **all safeguarding concerns are relevant**
- To be **aware of the signs of abuse and neglect** and always act in the best interests of the child and young person
- To be aware that safeguarding incidents / behaviours can be associated with factors both within school, outside school and outside of the families, and can occur between children
- To engage in appropriate **child protection training** which is regularly updated
- To take part in **safeguarding training** as part of their induction in line with advice from the LSCB

- To be aware of, and use, the **systems within the school** which support safeguarding, including our responsibility in relation to filtering and monitoring online access and content
- All staff, including Early Career Teachers (ECTs), and volunteers, receive initial training and ongoing training to equip them with a broad understanding of **mental health** needs appropriate to the age of the pupils in our school; staff are well-placed to recognise and report behaviours that may suggest a child is experiencing mental health difficulties, but only a trained professional will make such a diagnosis

#### 4.4 **Governors**

The Governing Board must have regard to the DfE guidance 'Keeping Children Safe in Education' and read it in its entirety, to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. The Governing Board should ensure there are clear systems and processes in place for identifying possible **mental health problems**, including routes to escalate and clear referral and accountability systems. The Governing Board is also responsible for ensuring the school has appropriate filtering and monitoring systems, which are understood by all staff, for online safety, including reviewing their effectiveness.

The Governors will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a link Governor to monitor the effectiveness of this policy in conjunction with the full governing board

#### **Named Safeguarding Lead Governor: Roger Stokes**

**The responsibilities of the Safeguarding Lead Governor** include ensuring:

- A DSL has been appointed and trained
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law
- That sufficient time and resources are allocated to the DSL to carry out their role effectively
- All staff /governors/volunteers have received safeguarding training, including online safeguarding, both at induction and refreshed , updated for all staff at regular intervals
- The Single Central Record is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors
- Numbers and trends of safeguarding issues are monitored
- Regular meetings with DSL
- The school's Child Protection and safeguarding policies are updated in line with legislation and annually
- Governing Board is informed about safeguarding regularly and provided with an annual report

- Support DSL and Headteacher in preparing for Ofsted and other inspections
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks and Section 128 checks

*(This list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, [governorstraining@bedford.gov.uk](mailto:governorstraining@bedford.gov.uk) and by reading 'Keeping Children Safe in Education, 2025).*

The **Chair of Governors** will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

#### **4.5 Temporary staff**

Temporary staff, such as Supply Teachers, will be made aware of the safeguarding policies and procedures by the designated senior person, and are required to read our Quick Reference procedures document before entering the classroom.

#### **4.6 Volunteers**

All volunteers who come into school more than 3 times in a month will have an enhanced level DBS check.

Volunteers are required to read our Quick Reference procedures document before entering the classroom.

#### **4.7 Safer Recruitment and Selection** (see Appendix 3: Safer Recruitment Policy)

The school pays full regard to Keeping Children Safe in Education (DfE 2025). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). The Single Central Record (SCR) is maintained by the Office Manager and reviewed termly by the Designated Governor. The Office Manager includes checks for teacher prohibition and disqualification by association.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. Governors have undertaken Safer Recruitment training, and the school undertakes that there will be at least one trained member of staff or Governor involved in **all** staff recruitment processes, and sit on the recruitment panel.

#### **4.8 Staff Support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate

## 5 Child Protection Procedures and Information Sharing

***The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.***

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Information is held safely and securely. Staff and volunteers must understand that this **does not** prevent the sharing of information for the purposes of safeguarding children and promoting their welfare, and they must understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

### 5.1 You have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent has told you
- Something you have noticed about the child/young person's behaviour, health, or appearance
- Something another professional said or did

If you think your concern is minor, use the Nagging Doubt form and pass to the Designated Safeguarding Lead, who may have, or may in due course receive more information that, together with what you know, represents a more serious worry about a child or young person.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small.

### 5.2 When to be concerned

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see 3.4 Recognising Abuse**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

### 5.3 Dealing with a Disclosure

If a child discloses that they have been abused in some way, the member of staff / volunteer should:

#### **Find out more**

- Listen to what is being said without displaying shock or disbelief
- Listen, only asking questions when necessary to clarify, using open questions

- Accept what is being said
- Allow the child to talk freely
- Reassure them that what has happened is not their fault
- Stress that it was the right thing to tell
- Do not criticise the alleged perpetrator

#### **Explain what happens next**

- Reassure the child, but not make promises which it might not be possible to keep
- Do not promise confidentiality – it might be necessary to refer to Bedford / Northampton MASH team
- Explain what has to be done next and who has to be told (eg 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe')
- Make a written record (see below)

**Pass the information to the Designated Safeguarding Lead without delay** If the DSL is not available, inform their Deputy. If neither of these staff members is available, speak to another senior member of staff. **If there is no other member of staff available, you must make the referral yourself.**

#### **5.4 Making a Written Record**

Make a written record as soon as possible after the event, using CPOMS (Child Protection Online Monitoring System). If you cannot access the site, record on any piece of paper, noting:

- Name of child
- Date, time and place
- Who else was present
- What was said / What happened / What did you notice (speech, behaviour, mood, drawings, games or appearance)
- If the child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.

#### **5.5 Making a Referral**

The DSL may take advice from the Integrated Front Door (IFD) and /or make a referral to IFD. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency submission form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the IFD is still the first point of contact.

<https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/are-you-worried-about-a-child/>

## 5.6 Information Sharing

The DSL **shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL **informs parents that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know.

IFD may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

## 5.7 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 5.8 Ongoing Responsibilities

The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend any strategy meetings/discussions in relation to the child
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences
- Attend core group meetings and take an active role in the implementation of the protection plan

Where there is a safeguarding concern the Governing Body and School Leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide, with careful attention to enabling

children to express their views and give feedback freely. Ultimately any systems and processes should operate with the best interests of the child at their heart.

## **6 Safe Practice at Priory Primary School**

### **6.1 Visitors (including Tradespeople)**

- All pupils will be able to recognise that an adult in school is 'safe' by the wearing of a lanyard or sticker
- In the case of large groups, such as parents attending Sharing Assembly, Visitor Stickers will be used instead
- Only adults with a full disclosure DBS certificate will be allowed to accompany groups of children around school, or on school educational visits
- Staff should be alert to strangers frequently waiting outside the school with no apparent purpose
- Children should not be collected by people other than their parents unless written notification has been received in advance
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request

### **6.2 Mobile Phones**

Priory Primary School has a 'No Mobile Phone' Policy which prohibits any member of staff or visitor to enter a classroom with a camera phone.

**Parents are requested to keep mobile phones in their pockets or bags whilst dropping off and collecting pupils from the school playground.**

The 'No Mobile Phone' Policy includes pupils.

Mobile phones will be collected from visitors and pupils and kept securely in the School Office

### **6.3 Collection of Pupils**

Only adults who are authorised to collect children will be allowed to pick up after school, after clubs or within the school day for medical appointments, etc.

Consent forms and authorisation forms are given to all new starter pupils, and parents are prompted to update these annually.

**Where no authorisation has been given, even in an emergency situation and even if the adult is known to school staff, they will be asked to wait whilst a member of school staff phones the parent to receive verbal permission.**

#### **6.4 Children Missing or Absent from Education**

The Attendance and Admissions Officer and Head Teacher will follow procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes:

- informing the local authority if a child leaves the school without a new school being named
- adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points
- if we are concerned that a child who is not attending school, is suffering from harm or neglect, we follow local child protection procedures, with respect to making reasonable enquiries
- making an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger

#### **6.5 Prevent Duty**

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. This would be after a referral to Integrated Front Door identifying this as a specific risk.

<https://www.gov.uk/government/publications/channel-guidance>

#### **6.6 Communication with Parents**

Priory Primary School will

- Ensure that all parents have an understanding of the responsibilities placed on the school and staff for safeguarding children
- Display the Child Protection Policy on the school website
- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

#### **6.7 Supporting School Provision**

It is important that pupils learn to recognise when they are at risk and learn how to get help when they need it. We ensure that Safeguarding (including online safety – see below) is taught as part of our Curriculum.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal

safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

Other provision that supports this policy includes:

- PSHE and Citizenship Curriculum
- Relationships and Health Education
- School Nurse Check

## **6.8 Online and eSafety**

eSafety is a significant component of the Computing curriculum for all pupils in years 1 to 6. Pupils also participate in e-Safety activities as part of a focused week every year. They are supported to maintain safe behaviours in their daily IT interactions, both in school and out.

We are able to access very high quality educational materials, community police visits and theatre productions which bring the issues of online bullying, on line safety, personal and password security.

See also the school's **e-Safety Policy and Acceptable Use Policy** (Appendix 2)

## **6.9 Positive Handling and the Use of Restraint**

All members of school staff have a legal power to use reasonable force in exceptional circumstances, to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Further guidelines can be found in the DfE Use of reasonable force: Advice for Head teachers, staff and governing bodies (Reviewed July 2015).

In some circumstances, teachers and authorised members of staff will be asked to restrain, remove and de-escalate pupil behaviours using the Team Teach method, for which formal training is required and whose qualification needs renewing every four years. Where staff can anticipate that a pupil's needs or behaviour might give rise to the need to restrain, we work together with parents to agree the Risk Assessment and Action Plan.

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO). If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

See also the school's **Physical Restraint & Intervention Policy**

## **6.10 Staff Conduct**

In order to protect children, young people and members of staff, we expect staff, volunteers and governors to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social

networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts and favouritism
- Behaviour management
- Intimate care
- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

## **7 Allegations Involving School Staff/Volunteers**

Allegations of abuse can be made by children and by other concerned adults.

### **7.1 What is an allegation?**

An allegation is any information which indicates that a person who works with children in either a paid or unpaid capacity, who may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Possibly committed a criminal offence not involving a child but which could have an impact on their suitability to work with children
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child that the member of staff/volunteer has contact within their personal, professional or community life.

### **7.2 How to deal with an allegation**

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Make an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher. In some cases, where there is an allegation against someone not directly employed by the school (where the usual disciplinary procedures do not fully apply – such as agency supply staff), the same procedures for dealing with an allegation will apply. Specific guidelines are provided in KCSIE Sept 2025.

### **7.3 Sharing low-level concerns**

If staff have a safeguarding concern or an allegation about another member of staff that does not meet the harm threshold, then this should still be shared in accordance with the school policy.

### **7.3.1 What is a low-level concern?**

A low level concern does not mean it is insignificant. A low-level concern, no matter how small (a sense of unease, a nagging doubt) is that an adult working in or on behalf of the school may have acted in a way that is:

- Inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work
- 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
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

### **7.3.2 Receiving and managing low-level concerns**

Such behaviour can exist on a wide spectrum, from inadvertent or thoughtless to ultimately intended to enable abuse (grooming). Low-level concerns may arise from suspicion, complaint, disclosure or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person (the Headteacher / DSL in the first instance), recorded and dealt with appropriately. This protects staff from becoming the subject of potential false low-level concerns or misunderstandings.

### **7.4 Organisation Responsibilities**

- All allegations against staff (including agency supply staff) or volunteers and individuals / organisations that use the school premises for running an activity should be immediately brought to the attention of the Headteacher
- If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors
- **In all cases, the Local Authority Designated Officer (LADO) should be notified**

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures, and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team. (See Whistleblowing Policy)

### **7.5 The Head teacher will take the following actions:**

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made
- Contact the LADO in Bedford Borough immediately
- Contact the parents/carers of the child/young person following advice from the LADO
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings

#### **7.6 Suspension should be considered when:**

- There is a cause to suspect a child or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed. For further information, see: HSCB Inter-agency Child Protection and Safeguarding Children Procedures (2010) Section 4.1 Managing Allegations Against Adults who work with Children and Young People.

## **8 Child Protection Training**

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required.

All members of staff and school governors, undertake single-agency, basic awareness child protection training at least once every three years. In addition, the designated members of staff will undertake multi-agency training every two years.

Staff and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research and national documents, eg County Lines.

Staff receive training about the safeguarding issues surrounding the internet and other online technologies. Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home.

## **9 Implementation, Dissemination and Review of Policy**

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and confirm their understanding of the child protection policy during the induction of their employment/volunteering/governor role, and again each time there is a significant revision of the policy.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy are available in the following areas:

- **School website**
- **School office**
- **Staff room**

## **Appendix 1 - Dealing with Child on Child Sexual Violence and Sexual Harrassment**

The procedures clarify

- How victims of child on child abuse will be supported
- Reflect our approach to youth produced sexual imagery
- Reflect the different gender issues that can be prevalent when dealing with child on child abuse
- Reflect how all children involved will be supported and worked with to reduce and prevent harm

### **A Reminder of Key Principles**

- Children are capable of abusing other children
- "It could happen here"
- Abuse is abuse and will not be tolerated or passed off as "banter" or "part of growing up".
- Children who are victims of sexual violence and sexual harassment are likely to have their educational attainment adversely impacted by their stressful and distressing experiences, especially if the alleged perpetrator attends school
- All reports of sexual violence or sexual harassment are to be taken seriously; be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe

**Decisions should be made on a case-by-case basis**

The response to reports of child-on-child sexual violence and sexual harassment will be decided on a case-by-case basis with your designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.

*The following is effective practice outlined in part 5 of Keeping Children Safe in Education 2025. All references to paragraphs will be found within part 5 of this document.*

### **Immediate response to a report**

All staff should follow these steps to manage a report

- Do not promise confidentiality. Be clear about who you'll need to tell and why
- Reassure the child that they're being taken seriously and will be supported and kept safe
- Listen carefully, remain non-judgemental, and avoid leading questions
- Record the disclosure as soon as possible but try to avoid taking notes while the child is talking, so you can give them your full attention
- Record the facts as the child presents them – do not add your own opinion

If you think a child is in immediate danger or at risk of harm, don't delay taking action – make a referral to children's social care. If there is a reasonable suspicion that an offence has been committed, report it to the police.

If the DSL (or a deputy) isn't involved in the initial report, inform them **as soon as possible**.

Where there has been a report of sexual violence, the DSL (or deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Risk assessments should be recorded and kept under review.

The DSL (or a deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL (or deputy) should use these assessments to inform your school's approach and update your own risk assessment.

### **Response to a report of sharing of nude or semi-nude imagery**

Any incident involving the sharing of nude or semi-nude imagery must be reported immediately to the DSL. Staff should explain that they need to report the incident, and reassure the pupil(s) involved that they will receive help and support from the DSL.

#### **Staff must not**

- View, copy, print, share, store or save any imagery reported to you – if staff view the imagery by accident, this should be reported to the DSL
- Delete the imagery reported, or ask a pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

## **Managing reports**

The DSL (or a deputy) is likely to be the most appropriate person to advise on the school's response to the report.

How the report is managed, including when to inform the alleged perpetrator, will depend on a number of important considerations, which are outlined in paragraph 482 of Section 5 KCSIE (Sept 2025). Where a report is going to be made to children's social care and/or the police, as a general rule the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are 4 likely scenarios to consider when managing reports:

1. Manage internally, where this is considered appropriate in the circumstances, and early help or statutory interventions are not required
2. Early help, as outlined in [chapter 1 of Working Together to Safeguard Children](#), where statutory interventions are not required
3. Referrals to children's social care, where a child has been harmed, is at risk of harm, or is in immediate danger
4. Reporting to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made.

Where scenarios involve working with children's social care, the school should not wait for the outcome of an investigation before protecting the victim and other children – the DSL (or deputy) should work closely with children's social care to ensure the school's actions do not jeopardise a statutory investigation. There should be immediate consideration for safeguarding the victim, alleged perpetrator and all other children.

You can find further information in paragraphs 484 to 514.

## **Ongoing response**

### **The victim**

How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

You should also be aware that victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged.

Further guidance on how to support the victim can be found in paragraphs 530 to 539.

### **The alleged perpetrator**

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator with an education and safeguarding support and implementing disciplinary sanctions.

Your school should consider support (and sanctions) on a case-by-case basis, considering:

- The age and developmental stage of the alleged perpetrator
- The nature of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator may have

Further guidance on supporting the alleged perpetrator can be found in paragraph 540 - 545.

### **Preventative Education for anti-abusive and inclusive behaviours**

At Priory Primary School, our curriculum plays a crucial role in preventative education. We fully commit to the principles set out in KCSIE 2025, that states that:

Preventative education is most effective in the context of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence / harassment. The school will have a clear set of values and standards, upheld by the school's behaviour policy and pastoral support system, as well as a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate.

At Priory Primary School **PSHE curriculum** covers:

- Healthy and respectful relationships – and how to recognise those that aren't
- Boundaries and consent – and what constitutes harassment and non-consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- The concept that there are UK laws relating to upholding safe and respectful living

Children who are lesbian, gay, bisexual or trans are especially vulnerable to sexual violence and sexual harassment. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum, and there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

In our **Religious Education curriculum**, children learn and experience that they may not agree with everyone's views but all views are to be equally listened to, considered, discussed and respected.

Our **Values Education** cuts across all curriculum learning, assembly, circle and reflection time as well as influencing the daily interactions between all members of the school community. Of particular importance in underpinning safeguarding pupils from harm, are the values of **respect, equality** and **trust**. Aspects of **British Values** also support children to know that they have equal rights and equal freedoms, supported by the rule of law.

Our **Behaviour Policy** outlines that all inconsiderate behaviours are to be challenged – to be underpinned by the mantra of being Useful and Kind to yourself, others and the world. This includes immediate response and restorative conversations where inappropriate language is used, questioning the use of sexualised, gendered or sexual and gender identity terms being used as an insult or provocation.

Our **Inclusive Ethos** ensures that the school community, policies and daily practice will always consider the barriers that pupils might have to understanding and using language to communicate accurately and effectively. We have many active measures to support pupils' language development.

When delivering our preventative education, we are sensitive to differing cultural and religious views represented in our school community, on issues of sex, sexual identity and sexual orientation. However, it must be made clear to all members of the school community that we both choose to and are compelled to work within the UK legislative structures of equality and the protection in law of all citizens and residents.

## Appendix 2 – e-Safety, Social Media and Acceptable Use Policy available as a standalone policy – summarised here:

### 1. School Intent and Aims of the Policy

Our school's eLearning intent is to:

- Develop in our pupils, a confidence, curiosity and responsibility towards the use of technology to enhance their lives and their learning; to research, explore, deepen knowledge and to communicate effectively.

Therefore, this policy aims to:

- Ensure robust processes are in place for the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

### 2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and school staff](#)
- [Relationships and sex education](#)
- [Searching, screening and confiscation](#)

### 3. Roles and responsibilities

#### 3.1 Governors

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

All governors will:

- Ensure that they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet

#### 3.2 The Head Teacher

The head teacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

### **3.3 The Designated Safeguarding Lead**

The DSL who takes lead responsibility for online safety in school is Mrs Paula Wakeling, whose role is:

- Supporting the head teacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the head teacher, ICT support and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy
- Updating and delivering staff training on online safety
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in school to the head teacher and/or governing board

### **3.4 The ICT Providers**

The ICT provider is Partnership Education, and is responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the school's ICT systems on a regular basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

### **3.5 All Staff and Volunteers**

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Class teachers are responsible for monitoring the use of technology by their own class
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet, and ensuring that pupils follow the school's terms on acceptable use (appendix 1)
- Working with the DSL to ensure that any online safety incidents are logged (see appendix 3) and dealt with appropriately in line with this policy

- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy
- Ensuring they use a secure Priory Primary email address for communication within the school community and for correspondence with outside agencies for work purposes. This also enables the use of Google Classroom as a teaching, learning and communication tool.

### 3.6 Parents

Parents are expected to:

- Notify a member of staff or the head teacher of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet

### 3.7 Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use.

## 4. Educating pupils about online safety

### 4.1 Curriculum

Pupils will be taught about online safety as part of the curriculum:

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

The safe use of social media and the internet will also be referenced and / or covered in other subjects whenever a relevant topic or discussion arises.

#### **4.2 School email and social media**

Pupils from Year 2 onwards receive a Priory Primary secure email address. This is to be used for correspondence within the school community and for learning to use email safely and responsibly. The log-ins enable a secure introduction to the use of social media through chatrooms with adult verification, alongside secure access to e-twinning and e-pals sites.

#### **5. Educating parents about online safety**

The school will raise parents' awareness of internet safety in letters or other communications home, and in information via our website and communication platform, SeeSaw. This policy will also be shared with parents.

Online safety will also be covered during parents' evenings. If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the head teacher and/or the DSL.

#### **6. Cyber-bullying**

##### **6.1 Definition**

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school anti-bullying policy.)

##### **6.2 Preventing and addressing cyber-bullying**

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The teachers will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

The school has embedded opportunities within the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school anti-bullying policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

### 6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#) and the school's COVID-19 risk assessment.

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

## 7. Acceptable use of the internet in school

### 7.1 Acceptable Use Agreements

All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet. Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

### 7.2 Personal Safety

Everyone is encouraged to observe personal safety rules when accessing technology. The following should be **withheld** when accessing unrestricted / unsecured social media, emails and websites:

- Full name
- Address
- Photograph
- Email address
- School name

- Clubs attended
- Age / DOB
- Names of parents
- Routes to / from school
- Other identifying information

Photographs should only be uploaded with approval from a member of staff.

### **7.3 Videos and photographs**

Photos taken by school members should be for the benefit of parents, school documentation, displays and school media only. Photos should be stored in the Priory Photo Bank in the secured GoogleDrive. The sharing of images via the school website, FaceBook and other mediums online will only occur if permission has been given by a parent/carer (periodically renewed permission forms) or member of staff. Any individual photographs or video clips uploaded should not be named, though group photos may be (for example "Year 3 pupils"). No images should be taken of individuals in compromising positions or clothing e.g. swim kit.

NB The term 'image' refers to any video or photographic footage, regardless of the medium used.

### **8. Pupils mobile devices in school**

Pupils are not allowed to have mobile phones or other personal devices in school.

The only exception to this is pupils in Year 5 and Year 6 who have permission to walk to and from school; they may only bring mobile devices into school, if parents require them to carry a phone for the walk between home and school, and the mobile must be handed into the school office before entering the classroom

### **9. Staff using work devices outside school**

Staff members who are issued with a school laptop and/or iPad will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Changing the password at least once a year
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Making the device available for regular installing / updating of anti-virus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Staff members must not use the device in any way which would violate the school's terms of acceptable use.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from Paula Wakeling.

#### **10. How the school will respond to issues of misuse**

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on behaviour and/or anti-bullying, as appropriate to the issue. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

#### **11. Training**

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSLs will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

## Appendix 3 – Safer Recruitment

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

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- 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. Where available, these will include:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

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.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before the interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children. We will also consider conducting checks of candidate's publicly available online presence, ensuring that this has been made clear to candidates on application.

## Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

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
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- 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 unsupervised 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 who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- 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 without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

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