College Road Primary School
SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

This policy will be reviewed annually in the autumn term by the Governing Body.
Policy to be reviewed by: 26th November 2026.

The name of the Designated Safeguarding Lead is: **Mrs C Francis-McLeod**
The name of the Deputy Designated Safeguarding Leads are: **Mrs J Harvey, Mrs S Moore & Mrs H Rolfe**
The name of the link Nominated Safeguarding Governor is: **Mrs S Lees Mrs V Eccles Mrs J Harvey**
The name of the Designated Teacher for Looked After Children is: **Mrs C Francis-McLeod**

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1. Policy Statement and Commitment

College Road Primary School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

Safeguarding and promoting the welfare of children

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

The term ***Staff*** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role, for example: adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix 1 to this policy document.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.

- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- 'Working Together to Safeguard Children' July 2023.
- 'What To Do If You Are Worried a Child Is Being Abused' 26th March 2015.
- 'Keeping Children Safe in Education Guidance' September 2025.
- The South West child protection procedures site (https://www.proceduresonline.com/swcpp/).

7. Procedures

Our school procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Partnership
(PSCP) Multi Agency Child Protection Procedures *(*https://www.proceduresonline.com/swcpp/*)*.

We will ensure that:

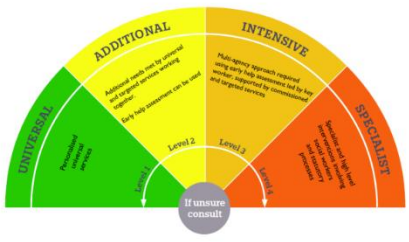
- the governing body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and at least one Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCP. All safeguarding leads will undertake other training as recommended by the PSCP every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help 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;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;

- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People', available for reference within the school. All staff receive a copy of the Staff Code of Conduct.
- our child protection procedures will be reviewed annually and up-dated as necessary.

Multi Agency Safeguarding Hub (MASH)

- Making referrals into the MASH now replaces the Gateway (as of May 2023). Referrals are now made via telephone on 01752 668000 or via email on MASH@plymouth.gov.uk Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral after getting advice from a suitably trained DSL. The integrated front door is now manned 8am-8pm Monday -Friday and 9am-5pm at weekends and Bank Holidays. There is a duty person for emergencies outside this time. There is also a MASH advice line on 304339 to help decide if threshold has been met.
- All professionals working with children, young people and families in Plymouth are now using the Building Support model. It is based on finding the 'right service, at the right time for individual children, young people and families'. All support is carried out with a trauma-informed lens. More information can be found in this document 'Building Support (September 2023)': https://plymouthscb.co.uk/wp-content/uploads/2023/09/Building-Support-final-copy-2-edited-number.pdf

The levels of need "windscreen" model



The Safeguarding Team in school will use the following document to help them decide how to respond to the needs of individual children. This document is available at the link above:

The table below identifies the threshold for help and support, as well as the desired outcomes and examples of service response from the perspective of the child.
Please also note help is available from your designated safeguarding lead in your organisation and/or from the MASH consultation line - **01752 304339**

Levels and Referral Routes	Needs	Support Services (examples)	Outcomes
Level 1 Universal **Open access to provision**	At this level my core needs are met as my family, universal services such as health and education keep me safe, promote my welfare and help me achieve my potential.	Early years, education, primary health care, Public health nursing services, maternity services, housing, community health care, children's centres, family hubs, universal Play & Learn for 2's and under, CAMHS advice line and leisure services. Children are supported by their family and in universal services to meet all of their needs.	I make good progress in all/ most areas of development as me, my family and services work together.
Level 2 Additional **All services work together to meet child and family needs, co-ordinated by a service and/or people who know the child/family best** **It may be helpful for these professionals to complete an Early Help Assessment but not essential at level 2. If no EHA a plan of actions with a review timeline to make sure that the help on offer is making a difference. This would be a plan established and managed by the leading agency**	At this level my family and I may need extra help to improve education, parenting and/or behaviour or to meet specific health or emotional needs or to improve our material situation.	Parenting programmes School holiday and short breaks provision for disabled children, extra health support for family members (eg public health nursing services); behavioural support, housing support, Additional learning support, CAMHS, Mental health support teams in schools, SEN support and help to find education and employment, Speech and language therapy Children's centre and family hub services Services provided on a voluntary basis to families (these may be offered by volunteers and/or commissioned through a voluntary organisation)	My life chances will be improved by accessing additional support from practitioners.
Level 3 Intensive **An Early Help assessment to be completed by the agency which knows the family best or who the family trust with an outcome based support plan agreed by the family.** **Support from the special educational needs and disability service**	At this level my family and I may have multiple or complex needs, such as • a disability resulting in complex needs • Exhibiting anti-social or challenging behaviour, including the expression of radicalised thoughts or intentions. • suffering neglect or poor family relationships • having poor engagement with key services such as school and health • not being in education or work long-term	Due to the complexity of needs, especially around behaviour and parenting, a shared professional and co-ordinated plan is developed with the family. The assessment and plan is led by a Key Worker and the service is provided ONLY with the consent of the parents/carers A wide range of services might be involved in meeting the family's needs, e.g. Public health nursing services, community paediatrics, CAMHS, adult mental health or drug/alcohol team Families needing substantial support to care for a disabled child, usually with the help of a social worker from the children with disability service	My life chances will be significantly impaired without co-ordinated multi-agency support, but I will be safe from abuse or neglect with good multi-agency child protection practice.
Level 4 Specialist **Children's social care Child protection care proceedings** **Children in need** **Disposals with the Youth Justice Service** **Tier 4 CAMHS / Crisis** **Hospice in-patient** **Acute Hospital Admission**	At this level I may have suffered or am likely to suffer significant harm as a result of abuse or neglect. *This will include, but not limited to. victims of child exploitation and also those at high risk of female genital mutilation (FGM), Perplexing Presentations and Fabricated or Induced Illness (PP & FII) & Honour Based Abuse* - *Children with significant impairment of function/learning and/or life limiting illness* - *Children whose parents and wider family are unable to care for them* - *Families and/or young people involved in crime/misuse of drugs at a significant level* - *Families with significant mental or physical health needs*	Children's social care, youth justice service Criminal justice system Public health nursing services (health visiting, school nurses) CAMHS crisis and In-patient continuing healthcare and acute hospital admission Fostering and residential care Health care for children with life limiting illness Services for children with profound and enduring disability Referrals have to be made to services with the power to undertake statutory non- voluntary intervention and services with specialist skills	My family and/or I are likely to suffer significant harm/ removal from home/ serious and lasting impairment without the intervention of specialist services, very often using their statutory powers. However with good specialist support I will grow up to be a confident and resilient adult.

8. Responsibilities

Safeguarding and Child Protection is everyone's responsibility. This policy applies to all staff, volunteers and governors of the school and is consistent with the LA safeguarding procedures. We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where

there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The **Designated Safeguarding Lead** is a member of the School Leadership Team and is responsible for:-

- ensuring that a child's details are referred by telephone to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect. A written record of the referral will be emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- ensuring that all such records are kept, confidentially and securely on CPOMS, and are separate from general pupil records ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- attending (or delegating this requirement to another appropriately informed member of staff) Early Help Assessment and Tool (EHAT) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- ensuring that any pupil currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- providing, with the Headteacher, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputies and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance.

The governing body will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, 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
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a senior link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
    - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
    - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
    - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
    - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
    - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
    - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
    - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
    - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
    - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
    - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

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 (see appendix 3).

All governors will read Keeping Children Safe in Education in its entirety.

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
    - Are informed of our systems which support safeguarding, including this policy, as part of their induction
    - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the school and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the school (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary

arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;

- providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency.

10. Confidentiality & Information Sharing

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Timely information sharing is essential to effective safeguarding

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
  - Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

› Regarding anonymity, all staff will:

  - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

› The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services via the MASH.

11. Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Headteacher, Educational Psychology team, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the staff handbook and Staff Code of Conduct.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the 'Guidance for Safer Working Practices for Adults who work with Children and Young People).

All staff should be aware of the Whole School Behaviour and Relationships Policy. This can be found in the school S drive and on the website.

We understand that a pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (https://www.proceduresonline.com/swcpp/plymouth/index.html) and the School's Managing Allegations Policy. Further advice can be found here: https://plymouthscb.co.uk/managing-allegations/
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School's Managing Allegations Policy for managing allegations against staff and volunteers.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

In the instance a referral to the LADO is necessary, this will be actioned by the Headteacher within one working day of the allegation coming to light. Should they not be available then one of the Assistant Head Teachers will make the referral.

The LADO is currently (October 2025) Sally Parma**.** She can be contacted via: 07866149043 or email **LADO@plymouth.gov.uk.**
Forms for the LADO can be found at https://plymouthscb.co.uk/managing-allegations/

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. This is made clear in the Staff Code of Conduct.

Staff understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the school whistleblowing policy are available in the staff server and school office.

15. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour and Relationships Policy and in the Positive Handling Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff that are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Equalities and Racial Tolerance

Within the School Prospectus there is a statement around "equalities/equal opportunities" which asserts that:

Equalities/Equal opportunities

College Road is committed to ensuring equal opportunities in all aspects of school life. The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not

happen. Racism is tackled in both the RE, RSE, Values and in the PSHE curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHE curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

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 and/or disabilities (SEND) or health conditions (see section 10)
- 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 section 12)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

18. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCP (please see https://www.proceduresonline.com/swcpp/plymouth/index.html and search 'domestic abuse'). It recognises that exposure to domestic abuse can have a serious impact on a child's development and

emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

21. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and when away from the school, when undertaking school trips and visits.

The Headteacher, with the site supervisor and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill, that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

22. First Aid

In the school, the following staff members are trained to oversee first aid:

Mrs A Blom, Miss T Wills, Mrs K Winchester, Mrs R Coy, Mr G MacLeod, Miss G Coker, Mrs Pattenden, Mrs Corbett, Mr King, Mr Weeks, Mrs Ball and Mrs N Dixon.

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

Step 1: A trained first aider is immediately called to provide assistance and advice.
Step 2: The incident/accident is logged in the incident/accident register.
Step 3: The parent is notified of the incident/accident as soon as necessary.

Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

23. Supporting Pupils in School with Medical Conditions

The school will ensure that relevant staff are trained to administer medicines. Children with ongoing medical conditions such as allergies complete a Care Plan with Mrs Blom and support is identified and planned for.
Children with Asthma have an Asthma Card which is completed annually by their parent. See the Asthma Policy for further details.

24. Site Security

College Road Primary School aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

25. Self-Harm

This school is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;

- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;
- provide support to students who self-harm and their peers and parents/carers.
- Our SENCO has carried out the necessary training to carry out a STORM assessment and make a judgement of the potential risk.

26. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as "partners of the panel". The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual's engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This school will help build pupils' resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation 'Promoting Fundamental British Values' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

The staff carry out prevent training every three years with refresher briefings in between.

27. Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that Female Genital Mutilation comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, 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 age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about FGM, there is a specific legal duty on teachers to do so. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. The Home Office provides guidance on the same - Mandatory Report of Female Genital Mutilation - procedural information. A summary of the guidance is attached at Appendix 3.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

College Road Primary School recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.
Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place

- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:

  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:

  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication
  -

The above indicators and risk factors are not intended to be exhaustive.

Further training and resources can be accessed at:
Home Office Guidance of Female Genital Mutilation (FGM):
https://www.gov.uk/government/collections/female-genital-mutilation
Needlecraft (FGM) animation:
https://www.gov.uk/government/collections/female-genital-mutilation

28. Safer Recruitment and Selection

This school pays full regard to current government guidance 'Keeping Children Safe in Education' September 2024. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order and s.128 checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with' regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this school is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

Headteacher: **Mrs C Francis-McLeod**
Senior Leadership Team:
School Governor: **Mrs S Lees, Mrs V Eccles,**
Administration Manager: **Mrs A Blom**

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;

- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy explains our school's commitment to safer recruitment practices both pre and post-employment.

29. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship, RSE and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

30. Internet/Online Safety

The school Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses provided.

The school follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Partnership and in its Acceptable Use Policy.
The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- pupils adhere to the school policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

31. Inclusion Opportunities

Within the School Prospectus there is a statement around "Inclusion Opportunities" that asserts:

> "At College Road Primary School we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school".

32. Whole School Behaviour and Relationships Policy

The full, Whole School Behaviour and Relationship Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at College Road Primary School we have high expectation in this area. The school has a Whole School Behaviour and relationships Policy and a Code of Behaviour called the School Promises that must be adhered to by all children and the document is published on the school website. Although the emphasis is always on the positive, there are also times when children have to given appropriate consequences for their behaviour in order to maintain the safety and security of all children. We take a Values-based approach to all aspects of behaviour and relationships as set out in our Values based Education Policy.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance has been given on safe methods of restraining a child so that they do not harm either themselves or others.

The Whole School Behaviour and relationships Policy includes the procedures to be followed when there is peer on peer abuse such as sexual violence and harassment, and sexting (also known as youth produced sexual imagery).

33. Anti-Bullying Policy

The school's response to this is unequivocal.

The Headteacher must be informed immediately and action will take place.
Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.
There is a more detailed Anti-bullying Policy available on the school website, much of which is written in conjunction with the children.

34. Photographing and Videoing of Children in School

At College Road Primary School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available from the school website.

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

All parents complete an opt-in permission form on entry to the school.

When using professional photographers or inviting the press to an activity, the school will;

- Provide a clear brief about what is considered appropriate in terms of content and behaviour
- Not allow unsupervised access to young people or one to one photo sessions at events
- Parents and spectators intending to photograph or video at an event will be required to register with the event organiser if they wish to use photographic equipment
- Individuals registered to use photographic equipment will be issued with identification
- Young people and their parents will be informed to report any concerns to the event organiser
- Concerns raised over inappropriate or intrusive photography will be reported to the event organiser and recorded as a child protection concern

Mobile phone technology has become more sophisticated over recent years and will continue to evolve. The majority of mobile phones now offer access to the internet, social networking sites and have the facility to take photographs and video recordings. With this in mind:

- Mobile phones should only be used in designated areas
- The use of Smart watches in any provision should be treated the same as mobile phones
- Smart watches must never be used to take videos or photographs of children
- Smart Watches are to be 'offline' during the working day and when around children
- Mobile phones should be stored in safe spaces away from children during the working day, e.g. in classroom cupboards
- Mobile phones are not permitted in specific areas i.e. toilets, nappy changing areas, in classrooms with children
- Mobile phones or any other device, i.e. iPod and iPad (unless one provided by the school) should not be used to take images of children
- The Acceptable Use procedures should be followed at all times in the event of the misuse of mobile phones within the provision, disciplinary procedures will be instated.

35. Children Missing Education

All school age children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

This school recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the 'Children Missing Education' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth Safeguarding Children's Partnership in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

This school recognises that we have a safeguarding duty in respect of our pupils to investigate any unexplained absences.

When considering the absence of a pupil or repeat absence, staff in this school are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, this school will always:

- monitor pupil's attendance through our daily register;
- Inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly, or who have missed ten school days or more without permission.
- notify the local authority when we are about to remove a statutory school age pupil's name from the school admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for suspended pupils from the sixth school day of a fixed period exclusion.

36. Child Sexual Exploitation

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

All staff in this school have received training to help them identify children who have either suffered child sexual exploitation or may be at risk of child sexual exploitation and are aware that indicators of child sexual exploitation can include children who:

- appear with unexpected gifts or new possessions;
- exhibit secretive behaviour;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being (e.g. unusually quiet or withdrawn, low self- esteem etc.);
- misuse drugs and/or alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

This school understands that Child Sexual Exploitation is a crime and where staff suspect child sexual exploitation has occurred or may have occurred, a referral will be made to Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

37. Honour Based Violence

So-called 'honour based' violence (HBV) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 27 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such violence can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBV can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such in this school.

This school understands that in addition to the physical risks that a child may suffer as a result of HBV, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this school are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- inappropriate make-up or dress;
- the existence of a boyfriend;
- rejecting a forced marriage;
- pregnancy outside of marriage;
- being a victim of rape;
- perceptions that the victim is gay/lesbian;
- inter-faith relationships (or same faith but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place.

This school recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

Where staff are unsure whether or not HBV has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead in their absence) in the first instance.

This school will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

38. Forced Marriage

This school is aware that forcing a person into a marriage is a crime in England and Wales.

A forced marriage in one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (see also section 37 above).

All staff in this school are aware that any such threats can be physical or emotional and psychological, and that a lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities).

Staff are also aware that despite forced marriage being a crime in England and Wales, and the implications around full and free consent, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage and in this school, staff training has raised an awareness that indicators of forced marriage may include:

- request(s) for extended leave of absence and failure to return from visits to country of origin;

- fear about forthcoming school holidays;
- surveillance by siblings or cousins at school;
- decline in behaviour, engagement, performance or punctuality;
- poor exam results;
- being withdrawn from school by those with parental responsibility;
- removal from a day centre of a person with a physical or learning disability;
- not allowed to attend extra-curricular activities;
- sudden announcement of engagement to a stranger; and
- being prevented from going on to further/higher education.

Where staff have evidence or information to suggest that a person is being forced into marriage in accordance with the above definitions/explanations/examples, the matter will be reported directly to the Police and where necessary (i.e. the forced marriage involves a person under the age of 18) to Children, Young People and Families Services.

39. Child on Child Abuse

All staff in this school are clear that children are capable of abusing their peers and understand the school policy and procedures with regard to peer on peer abuse. Detailed guidance around the school procedure for managing child on child abuse can be found in the Whole School Relationships and Behaviour Policy.

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Child on child abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Child on child abuse in this school will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the school will take swift action to intervene where it occurs. Staff are trained in this aspect of safeguarding annually.

In this school we will use lessons and assemblies to help children understand, in an age appropriate way, what child on child abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

<u>Sexual Violence and Harassment</u>

All staff in this school are aware of what constitutes sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

*Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent may be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

This school will always ensure that where a report of sexual violence and harassment is received, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence and harassment, and neither will a victim be made to feel ashamed of making a report.

In the context of child on child sexual harassment, all staff in this school are aware that we mean 'unwanted conduct of a sexual nature' that can occur both online and offline and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments.
- sexual jokes or taunting.
- physical behaviour, such as brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment which may include non-consensual sharing of sexual images or videos; sexualised bullying; unwanted sexual comments and messages, including on social media; sexual exploitation, coercion and threats.

<u>Sexting</u>

Sexting is sometimes called 'youth produced sexual imagery'.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any other device that allows you to share media and messages.

Sexting may also be called 'trading nudes', 'dirties' and 'pic for pic'.

All staff in this school are aware that whilst some children may believe sexting is harmless, the creating or sharing of explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend.
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of sexting or 'youth produced sexual imagery' are taken very seriously by the school. This school recognises that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is also likely they may have already tried to resolve the issue themselves.

All staff have received training around how to manage a report of sexual violence and harassment, and sexting/youth produced sexual imagery. This training has included:

- advising the victim what the next steps will be and who the report/disclosure may be passed to;
- recognising a child is likely to disclose to someone they trust;
- listening carefully to the child, being non-judgemental, being clear about boundaries and how the report/disclosure will be progressed, not asking leading questions and only prompting a child where necessary with open questions such as where, when, what etc;
- considering the best way to make a record of the report/disclosure;
- only recording the facts as the child presents them;
- where the report includes an online element, not to view or forward illegal images of a child;
- managing reports/disclosures with two members of staff present where this is possible; and
- informing the designated safeguarding lead or deputy as soon as practically possible if they are not involved in the initial reporting.
- Referring the matter to the Police and/or Children Young People and Families Services' where it is believed a criminal offence has been committed and/or the child is at risk.

40. Mental Health Concerns

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.
A range of support for the child's mental health may be agreed upon, including access to our Emotional Literacy support Assistants, or a referral to the Mental Health Support Team or CAMHS.

41. Contextual Safeguarding

All staff understand that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of school, and will consider the context within which such incidents/behaviours occur in managing the incident/situation. This is known as 'contextual safeguarding' which simply means, assessments of children should consider whether wider environmental factors are present in the child's life that are a threat to their safety and welfare.

This school will ensure that any referral/discussion with Children Young People and Families Services will include as much contextual information as possible, to inform their assessment process and decision making.

42. Children with Special Educational Needs and Disabilities (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and staff in this school are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

We will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

We recognise that children with SEND are more prone to peer group isolation than other children and that there is potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are aware that there can be communication barriers and difficulties in overcoming these barriers where they exist.

This school will ensure that children with special educational needs and disabilities are provided with additional pastoral support when necessary, to ensure they feel safe and respected in the school community.

43. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

We respond to unauthorised absence or missing education where there are known safeguarding risks by making sure that the key worker from the local authority is informed if the child is under Child in Need or Child Protection.

44. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

45. Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. This is shared in regular assemblies and via posters around the school. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Learning resources we use to help pupils learn how to keep safe are plentiful. We hold an annual NSPCC 'Pants' week to highlight the important aspects of safeguarding and ensure that children understand who they can talk to. this is referred back to at other times during the year, to keep the messages fresh in children's minds.

46. Partnership working with Parents

This school shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy as per our school values.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

College Road Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our school website.

47. Policy Review

The Governing Body of our school will review the Child Protection and Safeguarding Policy at least annually.

College Road Primary School is a Trauma informed School and as such, the staff have been trained in Trauma informed approaches including PACE (Playful, Accepting, Curious, Empathetic).

Staff receive regular updates to this training to keep it fresh and reminder posters for staff are distributed around the school.

Types of Abuse and Neglect

All school staff should be 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.

Definition of the term Abuse

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

Physical Abuse

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

Emotional Abuse

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

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Covid 19

If the Pandemic should worsen again, this appendix would come back into force and will remain as part of our policy until such time that Covid-19 is no longer a threat.

This is an appendix to the main body of our policy and will be effective from **September 7th 2020** until the school returns to business as usual, following the COVID-19 pandemic, and will resume in the event of another pandemic or similar national emergency.
All staff and volunteers working in school or those working remotely will be provided with a copy of this addendum and be required to confirm to the DSL that they have read and understand this document.

Designated Safeguarding Lead (DSL) arrangements

It is vital that, while our school remains open, a suitably trained DSL is available for consultation and advice.
We will strive to achieve having a trained DSL or deputy available on site. Due to staff self-isolating, social-distancing or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or deputy from the school will be available to be contacted via phone or online video i.e. TEAMS or Zoom, if they are working off site
2. Sharing trained DSLs or deputies with **St Andrews Primary School** until our own trained DSL can return to work or be available.

Where a trained DSL or deputy is not on site, in addition to one of the above options, the school will have a senior leader who will take responsibility for co-ordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.
In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff by email and text.

Multi Agency Safeguarding Hub (MASH)

Making referrals into the MASH now replaces the Gateway (as of May 2023). Referrals are now made via telephone on 01752 668000 or via email on MASH@plymouth.gov.uk Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral after getting advice from a suitably trained DSL. The integrated front door is now manned 8am-8pm Monday -Friday and 9am-5pm at weekends and Bank Holidays. There is a duty person for emergencies outside this time. The MASH can also be contacted for advice if unsure about whether or not to make a referral on 01752 **304339**. This would be advice about anonymous children as there would not yet be consent.
All professionals working with children, young people and families in Plymouth are now using the Building Support model. It is based on finding the 'right service, at the right time for individual children, young people and families'. All support is carried out with a trauma-informed lens. More information can be found in this document 'Building Support (September 2023)':

https://plymouthscb.co.uk/wp-content/uploads/2023/09/Building-Support-final-copy-2-edited-number.pdf

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary, this will be actioned by the Headteacher within 1 working day of the allegation coming to light. Should they not be available then one of the Assistant Head Teachers will make the referral.

The LADO is currently (October 2023) Sally Parma**.** She can be contacted via: 07866149043 or email **LADO@plymouth.gov.uk.**
Forms for the LADO can be found at https://plymouthscb.co.uk/managing-allegations/

Attendance of Vulnerable Children (pandemic procedures)

Vulnerable children may not be attending school for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the school and contact with the child and their family will be maintained via twice weekly phone calls. A member of the MAST team will also make contact once a week and provide support for parents and children of vulnerable pupils. Vulnerable children will always be strongly encouraged to attend school (alongside Key Workers' children) if there is the option to do so.

Children of concern who do not meet the 'vulnerable' definition

The school also has children about whom there are concerns, however they do not have a social worker or an Education, Health and Care (EHC) Plan so do not meet the criteria of a 'vulnerable' child. With these children, the school still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible.
These children will also be strongly encouraged to attend school (alongside Key Workers' children). Where this is not possible, contact will be made at least twice a week via telephone and, if possible, via zoom or TEAMS. A member of the MAST team will also make contact once a week and provide support for parents and children of these pupils.

All other Children

The school continued to take their normal attendance register from 8th September 2021 in line with government requirements however the logistics of children attending school has to be carefully managed.
For those students/learners who are not physically attending the school we still have a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and school staff can maintain oversight of their welfare as best as practically possible.
When bubbles or the whole school are learning from home, the class teachers will be doing live lessons 3 times per day so will be able to see children on a daily basis. They will also set learning tasks on Class Dojo. This allows children to communicate directly with their teacher if they need to and allows for parent/teacher messaging.
If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

Staff Training

The school will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2024'.

Allegations against Adults working with Children

Any staff member who works in the school will be aware of the process for sharing concerns about colleagues or other adults who works with children in regulated activity. In our school they will report these concerns directly to the Headteacher as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable, but an email or text message is not acceptable as this may not be picked up in a timely manner. It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the Headteacher so as not to damage the integrity of any potential investigation, nor tarnish the reputation of person/s involved.

Online safety in schools

College Road Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place alongside regular E-Safety reminders and lessons.

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in the school code of conduct.
College Road Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved – although this is extremely unlikely:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, if appropriate.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by College Road Primary School to communicate with pupils
- Children should follow the school rules when taking part in live lessons and learning from home.
- Parents should be provided with age-appropriate E-safety information to discuss with their child/ren.

Appendix 3

Who to Contact:

Early Help and SEND Advice Line

Professionals and Parents can pre-book a conversation with a member of the Early Help Team by completing a simple booking form: https://www.plymouth.gov.uk/plymouth-early-help-and-send-advice-line
The Advisor, who is a Family Support Worker, can offer support around:

- education worries
- emotional wellbeing
- parenting guidance
- queries about the SEND process
- relationship worries
- school attendance
- SEND concerns
- social and emotional development

Multi Agency Safeguarding Hub (MASH)

Making referrals into the MASH about a safeguarding concern now replaces the Gateway (as of April 2023). Referrals are now made via telephone on 01752 **668000** or via email on MASH@plymouth.gov.uk
Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is co-ordinating safeguarding on site may be required to make the referral after getting advice from a suitably trained DSL. The integrated front door is now manned 8am-8pm Monday-Friday and 9am-5pm at weekends and Bank Holidays. There is a duty person for emergencies outside this time.
The MASH can also be contacted for advice if unsure about whether or not to make a referral on 01752 **304339**. This would be advice about anonymous children as there would not yet be consent.
All professionals working with children, young people and families in Plymouth are now using the Building Support model, which replaces the old 'threshold' approach to safeguarding. It is based on finding the 'right service, at the right time for individual children, young people and families'. All support is carried out with a trauma-informed lens. More information can be found in this document 'Building Support': https://plymouthscb.co.uk/wp-content/uploads/2023/09/Building-Support-final-copy-2-edited-number.pdf

Contacting the Local Authority Designated Officer (LADO)

In the instance a referral to the LADO is necessary, this will be actioned by the Headteacher within 1 working day of the allegation coming to light. Should they not be available then one of the Assistant Head Teachers will make the referral.

The LADO is currently (October 2023) Sally Parma**.** She can be contacted via: 07866149043 or email **LADO@plymouth.gov.uk.**
Forms for the LADO can be found at https://plymouthscb.co.uk/managing-allegations/

Appendix 4

Allegations against staff (including low-level concerns)

Section 1: allegations that may meet the harm threshold

This section is based on 'Section 1: Allegations that may meet the harm threshold' in part 4 of Keeping Children Safe in Education. This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult out local authority designated officer (LADO). See details for how to do this in Appendix 3.

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

Suspension of the accused until the case is resolved

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.
Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. We will also endeavour to provide support in the way of counselling and direct them to seek trade union advice and support.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

For our Early Years class, we will inform Ofsted of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.
Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.
The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).
For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.
We will retain all records at least until the accused individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there

are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.
This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.
This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.
Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – 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, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- Being overly friendly with children

- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff Code of Conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance