

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure 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

### **Good Working Practice**

This policy aims to outline good practice as we ensure each child is protected from harm at school and also addresses the issues of suspected abuse. It is written with regard to [Keeping Children Safe in Education 2026](#) and [Working Together to Safeguard Children 2026](#).

### **PROCEDURES**

#### **A) DESIGNATED SAFEGUARDING LEAD**

1. The Designated Safeguarding Lead (DSL) for child protection in this school is:

.....Rachel Gray.....

2. In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead (DDSL):

.....Gaynor Rowe.....

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
4. The school recognises that the designated person must have the status and authority within the school management structure to carry out the duties of the post – they must, therefore, be a member of the senior management team. All members of staff (including volunteers) must be made aware of who this person is and what their role is. The designated person will act as a source of advice and coordinate action within the school over child protection cases. They will need to liaise with other agencies

and build good working relationships with colleagues from these agencies. The designated person is the first person to whom members of staff report concerns. The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the LA's Safeguarding Children Board (see relevant phone numbers attached).

5. The designated person, if not the Headteacher, is not responsible for dealing with allegations made against members of staff. This remains the responsibility of the Headteacher.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the LA's Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Head of Safeguarding to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of, and can access readily, this policy.
- Liaise with the Headteacher to inform him/her of any issues and on-going investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually.
- Be able to keep detailed, accurate, and secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection log is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- Ensure that the school keeps all child protection records for a minimum of 25 years.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how the LA's Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.

- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in safeguarding and child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately. This also includes staff being given access to the safeguarding log to record any concerns they may have about a child.
- Ensure that all staff and volunteers understand information sharing. This can be supplemented by appropriate staff training and by staff reading '[Information Duty 2026](#)'
- Ensure all staff are aware of the Plymouth's Gateway and Hub service (see section E – Dealing with concerns).

## **B) RECRUITMENT** (*see Recruitment and Selection Policy*)

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "[Safeguarding Children and Safer Recruitment in Education](#)" and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children.
- Check that all adults with substantial access to children at this school have an enhanced DBS (Disclosure and Baring Service) check before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be<sup>1</sup>
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined, and any gaps accounted for.

## **C) VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a

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<sup>1</sup> e.g., through birth certificate, passport, driving licence, etc...

longer period conducting a regulated activity, then they will have a DBS check to ensure their suitability to work with children.

The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity. Where this applies, the school will obtain an enhanced DBS check with children's barred list information.

Where an individual meets the period condition (more than 3 days in a 30-day period) by volunteering at multiple settings, the school will work with the other settings to decide who should apply for the enhanced DBS check with barred list information, and that information should then be supplied by the individual to each setting.

The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Secretary and Monitored by the Safeguarding Officer (Named Person).

Please refer to our ICT Acceptable Use policy for details on the use of mobile phones on the premises.

## **D) INDUCTION & TRAINING**

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic child protection information and a copy of this policy within one week of starting their work at the school.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through support from the Local Authority and/or reputable online agencies.

Staff will attend refresher training every three years, and the designated person and deputy designated person every year. This can include training on any safeguarding issues, including signs of abuse, domestic violence, etc.

## **E) DEALING WITH CONCERNS**

All staff and volunteers within the school should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated person. Staff may be required to support other agencies and professionals in an early help assessment.

**Indicators of Early Help to be aware of:**

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

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

Advice can be sought from Plymouth's Gateway service (telephone number at the end of the policy). This service can be accessed by anyone in the school and is purely for the purposes of guidance and advice. During the course of the phone call, staff may be advised to take things further, in which case they can phone through to the Hub (phone number at the end of the policy) for assessment purposes.

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering harm, they must always refer such concerns to the designated person, who may refer the matter to the relevant Children's Services (see attached phone numbers). Phone call referrals should always be followed up in writing promptly and sent to the relevant agency. A copy should also be kept in the safeguarding folder. Children's Services should respond within a day of receipt of the written referral. If no acknowledgement has been received within three days, then a follow up phone call should be made.

To this end, volunteers and staff will follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- Where a child or young person makes a direct allegation or implies that they have been abused,
- Makes an allegation against a member of staff<sup>2</sup>

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<sup>2</sup> Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or headteacher if an allegation about a member of staff) and agree actions to take. This information will be kept in a secure location within the school and will only be accessible to those deemed necessary by the designated person.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LA's Safeguarding Children Board.

Consideration will be made to all types of abuse, including, but not limited to, upskirting, child on child abuse (including sexual violence and sexual harassment), sexual exploitation, criminal exploitation, serious youth violence, county lines, etc.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, they should share it with the Headteacher.

All incident that happen in school should be recorded – medical incidents are logged on the school's MIS, Arbor. Any other incidents should be recorded in the class incident log. These will be monitored in regular staff meetings and by DSL and DDSL to determine whether incidents are either regular enough or serious enough to be moved to the Safeguarding folder; if this is the case, the official safeguarding form should be completed and added to the folder appropriately. If a disclosure is given, this will automatically be recorded on the pink safeguarding form and logged accordingly – this does not also need to be recorded in the class incident book.

## **F) SAFEGUARDING IN SCHOOL**

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- **Child Protection and Safeguarding**
- **Anti-bullying**
- **Counter Cyber-Bullying**
- **Admission & Procedures**
- **ICT Acceptable Use**
- **E-Safety**
- **Race Equality**
- **Equal Opportunities**
- **Confidentiality**
- **Behaviour Policy**
- **Force and Restraints Policy**
- **Health & Safety**
- **Missing Children**
- **Off-site Activities Policy**

- **Special Educational and Disability Needs**
- **First Aid and Managing Medicines**
- **Complaints Procedure**
- **Whistle Blowing**
- **Mental Health & Emotional Wellbeing**

## **Security**

It is recognised that security is at risk mainly at the beginning and end of the school day. It is important that staff are aware that the entrance of strangers is possible during these times and vigilance at all times, from all staff, is required. All entrances and exits are alarmed, and the alarms are maintained on a regular basis. If a fault occurs on any of the systems, the Headteacher should be informed and the fault rectified. Strangers should be approached and asked their reason for being on the premises and politely asked to leave if suspect, and the Headteacher made aware of the incident. If they refuse, the Headteacher should be called to deal with the situation. All works' personnel should show identification before being allowed on the premises.

Visitors arriving at the school should sign in on arrival in the main office and produce any relevant forms of identification. Any visitors from a recognised authority should already be wearing identification badges from their place of work. Any visitors without such badges will be provided with a school visitor badge. No visitors will be left unattended with the children at any time unless proper DBS checks are in place.

All staff members are required to sign in to school by means of the class register upon arrival and the visitors' in/out register if leaving the school premises during lunchtime.

Movement between the floors in the school is restricted. Any parent needing to access teachers via the stairs must get permission from a member of staff. Staff are to be vigilant to the movement of people within the school at all times.

Ring Doorbells have been installed at the two main entrances of the building so that visitors can be seen before being admitted to the premises. This ensures that only authorised/known people can gain entry to the school.

## **Children who are not collected**

At the end of the school day a child who has not been collected by a designated adult should be made to feel secure. At 3.30pm any child that has not been collected should be taken to the after-school club and an attempt to contact a carer should be made. Telephone contact numbers for each child are kept on Arbor.

If, in the unlikely event that a carer cannot be contacted at the end of the after-school club session at 5pm, the Children's Social Care should be contacted and asked for further advice after one hour has passed (6pm).

As a staff at Fletewood School we will:

- \* treat all children with dignity and respect.
- \* respect children's personal privacy.
- \* always be available to the children, but ready to refer to someone more experienced.
- \* be sensitive to the needs of others, their likes and dislikes.

- \* avoid questionable activities e.g. rough or provocative games and inappropriate language.
- \* challenge unacceptable behaviour and report all allegations and / or suspicions of abuse.

### **Physical Contact**

- \* Physical contact should always be initiated by the child unless they are in clear or present danger. If initiated, there is no reason why it cannot be reciprocated showing a love and respect for that child.
- \* We will keep all contact public, and this is related to the child's needs not the adult's.
- \* Children have the right to decide how much physical contact they have with others, except in exceptional circumstances or if the children need medical attention.
- \* Touch/physical contact should be age appropriate.

### **Signs of Abuse**

Staff and volunteers will be made aware of signs of abuse to look out for by attending relevant training and by reading documentation such as '[What to do if you're worried a child is being abused – Advice for practitioners \(March 2015\)](#)'.

- If these are noticed, they will be monitored, and the member of staff should make a log of what they notice and when.
- Upon seeing a questionable picture drawn by a child no questions should be asked, instead it should be kept, dated and monitored in a similar way to any sign of abuse.
- It is to be noted that child on child sexual abuse is also something to be aware of and watch out for and is not something that only occurs in Secondary schools; it has also been recorded in Primary schools. Staff must have regard to Part 5 of the KCSIE guidance if and when it becomes necessary to report any such abuse. This abuse can take the form of but is not limited to the following: calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia, sexual assault and rape. Sexual violence and sexual harassment is not acceptable, it should never be tolerated and should never be seen as an inevitable part of growing up.

### **When we are responding to children we will:**

- \* listen and keep on listening.
- \* only ask open ended questions.
- \* never promise confidentiality.
- \* accept what we hear without passing judgement.
- \* tell the child what we are going to do.
- \* make careful note of what was said and the circumstances in which it occurred, including dates and times; this record is to be kept safe and confidential.
- \* only disclose details on a need to know basis in line with Data Protection and Sharing Information.

### **When sexual abuse is suspected:**

- \* always contact social services / police.
- \* do not tell the parents if it is felt doing so would place the child further at risk (seek advice from the LSCB)
- \* inform the Headteacher.

It should be noted that harmful sexual behaviour (HSB) exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable. The school should make it clear that there is a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. This includes what some people may consider 'banter', 'just having a laugh', 'a part of growing up' or 'boys being boys.' Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting as normal and not coming forward to report it.

### **When physical / emotional abuse is suspected:**

- \* In the case of deliberate injury or for concerns of the child's safety, social services will be contacted.
- \* For lesser concerns we will encourage the parent / carer to seek help. This will only be done if it does not put the child at future risk of abuse.

### **When physical/emotional abuse is alleged:**

We know that false allegations of abuse by children are rare; therefore, all allegations will be taken seriously and treated with the utmost privacy and respect for the children.

When allegations take place, our first point of contact is the Headteacher. This will then be passed onto the duty social worker. Under no circumstances are the parents to be contacted; this is part of the social workers' realm.

It is to be noted that children who witness domestic abuse are also victims. Witnessing domestic abuse can have a lasting impact on children. They can be victims, and perpetrators, in their own relationships, too. The abuse can be physical, sexual, financial, psychological or emotional. Extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationship abuse). Within the definition of abuse, harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Children may not feel ready, or know how, to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.

Victims of abuse should not be given the impression they're creating a problem by reporting *any* form of abuse or neglect. Staff should understand that children can be at risk of harm inside and outside their home or school and online. Staff should always exercise professional curiosity and know what to look for to identify children who need help or protection. This includes recognising signs of serious violence (including that

linked to county lines) and radicalisation that can put children at risk of harm. Always record concerns in writing so a clear record can be seen to track concerns.

## **Serious violence**

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or the deputy). The DSL should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict.

## **G) DARA (DOMESTIC ABUSE RISK ASSESSMENT)**

Children need to feel safe when at Fletewood school. They need to feel listened to and able to express their feelings about what they have experienced. They need a strong support network around them that includes, for example, friends, siblings and practitioners. The duration of exposure to domestic abuse has more impact on children's stress levels than the severity of violence.

Plymouth has adopted an IT reporting system called ViST – the Vulnerability Identification Screening Tool. This covers a wider range of crimes and captures the context of situations and allows for referral to the right agency or team. It has replaced the 121A report.

DARA has been created so that the 'Key Adult' (Headteacher and School Secretary) can be informed that a child has been involved in a domestic incident. This knowledge will allow us as a setting to consider immediate early intervention.

The Early Years Team in Plymouth currently receive the DARA information usually during the morning. It requires extensive researching from their systems to ensure that they have the correct child information regarding the background and setting that a particular child attends. They will send a DARA e-mail to a setting as soon as they can once they have received the DARA. The Key Adult should read the e-mail in a suitable, confidential space (where possible). If the child is not known to the setting, then a reply should be sent saying so.

The form from the e-mail should be printed and kept in the school's Safeguarding folder. These forms should be filed in chronological order for each child. Fletewood School will follow in house child protection procedures where we feel concerns about a child meet the threshold. DARA e-mails convey highly sensitive and confidential information about children and families. The information given from these e-mails should be treated as such.

Within the setting, the Designated Safeguarding Officer should work with the child's key worker to provide ongoing monitoring of the child throughout the day, including monitoring attendance. The key worker and DSO should help the child to develop

coping strategies, sharing information with the appropriate people in the setting and reviewing any previous records for the child. It is our responsibility to ensure the child feels safe at school and able to express their emotions.

## **H) PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

Parents must sign the relevant section on the school's application form giving their permission for the school and other parents to use photography within the remit of school life. They must also agree not to post any photographs containing children other than their own on social media sites, etc.

We will not allow others to photograph or film pupils during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name unless as part of a secure, password protected page on the school website.

Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes, for assessment purposes or as a means of celebrating successes in school. This will only be done using official school devices.

Any photos or videos taken by teachers, other adults (including parents), and the children themselves during ANY school activity (including trips / camp) should not be put on public display or published anywhere on the internet (including social networking sites such as Facebook), with the exception of the school's website and official social media pages. See ICT acceptable use policy.

The use of personal mobile phones and/or cameras in the EYFS and the school as a whole, is strictly prohibited. Where photographs are required they must be taken on school cameras or iPads and stored in strict accordance with the School's policy on taking and storing of images. (See ICT Acceptable Use Policy)

In accordance with the latest legislation, all personal mobile phones and devices must only be used in designated spots (school office, minsters' vestry) and must never be used when children are around unless in an emergency. (See ICT Acceptable Use Policy) This applies to all visitors as well as school staff. Phones and other personal devices should be kept either in the office during the day or in the Class 1R stock cupboard. See our ICT Acceptable Use policy for phones belonging to children.

#### **I) CONFIDENTIALITY** (*See Policy on Confidentiality*)

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

#### **J) CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, twitter, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the LA's Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action.

#### **K) PHYSICAL CONTACT & RESTRAINT** (*see Force and Restrains Policy*)

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training

#### **L) ALLEGATIONS AGAINST MEMBERS OF STAFF** (*see related policy and procedures*)

If anyone alleges that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child

- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children,

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LA's Safeguarding Children Board.

The Headteacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Headteacher, when the chair of governors will handle the school's response. The Headteacher (or chair of governors) will gather information about the allegation, and report these without delay to the Local Authority.

## **M) ANTI-RADICALISATION – PREVENT**

All staff are required to complete training on anti-radicalisation - Channel General Awareness Module. The school aims to be aware of ways in which children can display indicators of radicalisation and will log any concerns, if they should occur, in the relevant section of the safeguarding folder. Anti-radicalisation will be dealt with in school through PSHE, SMSC and British Values by way of teaching tolerance and openness. Current affairs are a relevant way of discussing the issues around PREVENT in a way that is appropriate for children to comprehend.

## **N) FEMALE GENITAL MUTILATION (FGM)**

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the staff member must report this to the police. [Here is a link to signs of FGM.](#)

## **O) SHARING OF NUDES AND SEMI-NUDES ('SEXTING')**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

## **P) FILTERING AND MONITORING**

It is the responsibility of all staff and governors to ensure that sufficient filtering and monitoring systems are put in place to ensure the online safety of all our children, with the lead being taken by the DSL. Fletewood School uses Sophos hardware and software in order to do this. Regular training is undertaken by all staff to ensure compliance and includes an understanding of expectations, applicable roles, and responsibilities in relation to filtering and monitoring. Governors must also receive training regularly and should 'consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

The school should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs

## **Q) CHILDREN WHO ARE ABSENT FROM EDUCATION**

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

## **R) SMOKING/VAPING INCLUDING THC/ILLEGAL SUBSTANCE VAPING**

Smoking of any kind, including vaping, is not permitted on school premises. Anyone found to be smoking on the premises will be asked to stop immediately and, if necessary, removed from the premises. Anyone found using THC/illegal substance vaping, will be reported to the police immediately.

## **S) SUPPORTING PUPILS WHO ARE QUESTIONING THEIR GENDER**

In recent years, there has been a significant increase in the number children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society. Although it is not for schools to initiate any action in this area, we should be aware of how to support a family where a child or their parent has raised a request relating to social transition within the school setting.

It is common for children to engage in activities that are less typically associated with their sex. For example, at primary school age, girls may play with trucks, or boys may dress in clothes that are perceived as feminine. Sometimes young children also go through a period of questioning their gender but for the majority this will not continue into adulthood, while a small proportion may continue to question their gender and this feeling may intensify into puberty.

We should take time to understand the thoughts and feelings children who are questioning their gender and should be appropriately professionally curious about the full range of the child's experiences. We should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

We are committed to providing and maintaining flexibility and avoiding rigid rules based on gender stereotypes. Any such behaviour witnessed by staff members should be challenged appropriately and sensitively. Children should feel comfortable

broaching these topics with staff members. This is best achieved by staff being role models and challenging stereotypes themselves.

Schools should not initiate any action regarding social transition. If a child or their parent has requested that the school make changes or put support in place in order to facilitate the child presenting as the opposite biological sex (“social transition”), nothing should be adopted by staff unless a decision has been made by the leaders of the school and a child’s parents or carers have been involved in the decision making of the steps taken. Any request for support with social transition should be documented and records kept accordingly. Any action taken should take into account the impact on all of those affected; this includes the child themselves, and their peers. A decision relating to social transition may not be the same as a child’s wishes.

Unless it would put the child at risk to do so, the school should engage parents/carers as a matter of priority when a child who is questioning their gender asks for support from school. If it is determined that by doing so, the child would be put at risk, the DSL should be involved to determine what action is needed to safeguard the child before the parents or carers are contacted or any decisions are taken.

We should take a very careful approach in relation to social transition. There is a lack of good evidence on the long-term impact of social transition on young people, but it is clear that social transition should be viewed as an active intervention that may have significant effects on the child or young person in terms of their psychological functioning and longer-term outcomes. As a primary school, we should exercise particular caution, and we would expect support for full social transition to be agreed very rarely.

### **Contact Numbers for Safeguarding:**

Urgent safeguarding concerns – 01752 668000

Out of hours A&A – 01752 346984

Local Authority Designated Officer (Jane Parmenter) – 01752 304769

Police Child Abuse Investigation Unit – 01752 284522

NSPCC Child protection whistleblowing number - 0808 800 5000

Date last reviewed: September 2026

Next review date: September 2027