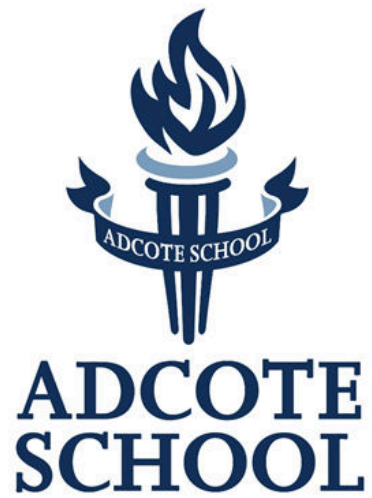




# **SAFEGUARDING (CHILD PROTECTION) POLICY**

|                        |                        |                          |
|------------------------|------------------------|--------------------------|
| Reviewed by: S Roberts | Date: 31st August 2026 | Next review: August 2027 |
| Approved by: N Tribe   | 14th September         |                          |

# **SAFEGUARDING (CHILD PROTECTION) POLICY 2026**

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## SAFEGUARDING CONTACTS

### ADCOTE SCHOOL'S SAFEGUARDING LEAD TEAM

| Position                     | Name           | Phone no     | email                            |
|------------------------------|----------------|--------------|----------------------------------|
| Designated Safeguarding Lead | Annabel Jacobs | 01939 260202 | ajacobs@adcoteschool.co.uk       |
| Deputy DSL                   | Louise Hudson  | 01939 260202 | lhudson@adcoteschool.co.uk       |
| Deputy DSL                   | Angie Frank    | 01939 260202 | afrank@adcoteschool.co.uk        |
| Headteacher                  | Nicola Tribe   | 01939 260202 | ntribe@adcoteschool.co.uk        |
| Chair of Advisory Board      | Diane Browne   | 01939 260202 | advisoryboard@adcoteschool.co.uk |

### SHROPSHIRE CHILDREN'S SERVICES

|                                                                        |               |
|------------------------------------------------------------------------|---------------|
| Initial contact team/First point of contact (for all referrals)        | 0345 678 9021 |
| Out of hours emergency referrals                                       | 0345 6789040  |
| Shropshire Designated Officer (former LADO) -allegations against staff | 0345 6789021  |

### Additional Police Support teams

|                                                   |               |
|---------------------------------------------------|---------------|
| Reporting FGM West Mercia Police                  | 101           |
| Protecting Vulnerable People (West Mercia Police) | 0300 333 3000 |

### West Mercia Prevent Team

|                   |                                   |
|-------------------|-----------------------------------|
| Sgt Calum Forsyth | 07970 047227                      |
| DC Holly Aungiers | 01386 591815                      |
| General referrals | Prevent@westmercias.pnn.police.uk |

### Outside agencies for support

|                                                                            |                                   |
|----------------------------------------------------------------------------|-----------------------------------|
| Childline                                                                  | 0800 1111                         |
| NSPCC Child protection helpline                                            | 0808 800 5000                     |
| NSPCC Whistleblowing advice line                                           | 0800 028 0285                     |
| Child exploitation Online Prevent (CEOP)                                   | 0870 000 3344                     |
| OFSTED                                                                     | 0300 123 3155                     |
| Independent Schools Inspectorate                                           | 0207 6000100                      |
| Disclosure and Barring Service PO Box 3961, Royal Wootton Bassett, SN4 4HF | 0300 200 190                      |
| Independent Listener                                                       | Mrs L Balzan balzanlynn@gmail.com |

## **Policy Scope and Aims**

This policy applies to all students at Adcote School, including boarders. It applies to all members of the Advisory Body, Directors, teaching and support staff, supply staff, agency staff, volunteers, contractors and visitors.

The policy applies wherever staff are working with students, including on educational visits, residential activities, boarding provision, work experience, off-site provision and when delivering education or communicating online.

This policy is published on the school's website and is also available to parents of current and prospective students on request so that it can be accessible for our children; their families and anyone visiting and /or working with us. Large print or other accessible formats can also be made available.

The purpose of this policy is to:

- provide a clear framework for safeguarding and child protection at Adcote School;
- ensure that all staff understand their safeguarding responsibilities;
- provide clear procedures for recognising, responding to and reporting concerns;
- ensure that concerns are dealt with promptly and appropriately;
- promote early help and intervention;
- protect children from abuse, neglect and exploitation;
- promote a culture in which children feel safe to speak about concerns;
- ensure that the wishes and feelings of children are considered;
- ensure effective partnership working with parents, carers and safeguarding agencies;
- ensure that appropriate records are maintained;
- ensure that safeguarding arrangements are reviewed and improved continually.

The policy is drafted in accordance with the Local Safeguarding Partnership's agreed local interagency procedures. (Shropshire Safeguarding policy SSP). We are advised by the SSP whom the DSL regularly consults on safeguarding matters. Contact details can be found in section 1 of this policy.

## **Safeguarding Statement**

Adcote School is committed to safeguarding and promoting the welfare and wellbeing of young people and staff. We believe that everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and live a life free from discrimination. We believe that all children have the right to protection from abuse, neglect and exploitation. We recognise that children and young people learn best when they are healthy, safe and secure. We believe that everyone has a responsibility to promote the welfare of all children and young people.

This means that we will:

- Not tolerate the abuse, neglect or exploitation of children. This includes never accepting, dismissing or tolerating and always challenging or raising concerns about words or actions which downplay, justify, or promote discrimination, abuse, neglect, exploitation and/or harm; including child-on-child abuse (including harassment and violence). This applies to anyone who is part of, comes into or works with our school.
- Be child centred and ensure that we consider the best interests of children in everything that we do. This includes ensuring that we enable children's voices and experiences to be heard and that children are involved in and informed about the decisions being made about them.
- Ensure we provide a safe environment for children to learn, grow and develop and feel able to raise any concerns they may have for themselves or others.
- Look out for and respond promptly and appropriately to all identified concerns, incidents or allegations

of abuse, neglect, exploitation and/or harm of a child.

- Ensure no child or group of children are treated less favourably by us than others. This means being inclusive, anti-discriminatory and responsive to the needs and experiences of children and families, particularly those who are in groups or communities who are more likely to experience discrimination.
- Recognise that bias can be a barrier to safeguarding practice including professional curiosity; which can adversely impact children in some groups or communities.
- Take extra positive actions that may be needed to safeguard and promote the welfare of a child(ren) who we know are more vulnerable to experiencing abuse, neglect, exploitation, harm or discrimination.
- Work in partnership with our children, their parents, carers, and other agencies.

## Key Terms

**Safeguarding** and promoting the welfare of children is defined in [Working Together to Safeguard Children 2026](#) as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether this is within or outside of the home, including online;
- preventing impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children; and
- taking action to enable all children to have the best outcomes.

**Child Protection** is a part of safeguarding and promoting welfare. It refers to the specific activity that is undertaken to protect specific children who are suspected to be suffering, or are likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

**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.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including physical abuse, sexual abuse, emotional and psychological abuse, coercive and controlling behaviour and economic or financial abuse, where they see, hear, or experiences its effects.

Children may be abused in a family or in an institutional or extra-familial context by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. This includes in teenage relationships, or under the guise of 'honour' based abuse including forced marriage and female genital mutilation, or abuse related to faith or belief such as allegations of demonic possession.

There are a number of types of abuse and safeguarding issues that could increase the risk that a child could be abused. These are further defined and explained in Part 1, Part 5 and Annex A of [Keeping Children Safe in Education 2026](#)

**Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent in either a paid or voluntary capacity. The exception to this term is Advisor Board/Proprietor.

**Advisor/Proprietor** refers to those who are part of the School's Governing Body. This includes individuals who are at Trust or Charity governing body level as well as part of local school governance bodies.

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

A **Parent** refers to birth parents and others who have parental responsibility (as defined by the Children's Act 1989) or has care of a child.

**Data protection laws** refer collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

### **Legislation, Standards and Guidance**

This policy is based on the following legislation, guidance, standards, and procedures:

- [Keeping Children Safe in Education 2026](#)
- [Working Together to Safeguard Children 2026](#)
- [Prevent Duty Guidance for England and Wales 2024](#)
- [Education Act 2022](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Children's Act 2004](#)
- [Children's Wellbeing and School's Act 2026](#)
- [Shropshire Safeguarding Community Partnership Family Help Together - A Framework for Action](#)
- [Shropshire Safeguarding Community Partnership West Midlands Safeguarding Children Procedures](#)
- [Shropshire Safeguarding Community Partnership. Allegations about staff/volunteers](#)

### **Linked Policies**

This policy should be read in accordance with:

- Behaviour (Rewards & Sanctions)
- Anti-Bullying
- Staff Behaviour Policy/Code of Conduct
- Whistleblowing
- Health and Safety
- Allegations against staff
- Attendance
- Relationships and Sex Education
- Complaints Procedures
- SEN
- Administration of First Aid/Medicines
- Restrictive Interventions and use of reasonable force policy
- Online Safety, including use of mobile phones
- Risk Assessments
- Safer Recruitment
- Disciplinary and grievance
- Preventing Radicalisation
- Data Protection Guidance

### **Roles and Responsibilities**

We follow the statutory guidance as set out in the latest [Keeping Children Safe in Education](#) (and associated documents and guidance); adhering to the roles and responsibilities and expectations identified.

## **The Governing Body/Proprietors/Management Committee:**

**Advisory Body** The Advisory Body has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of students. It is the role of the The Advisory Body to provide scrutiny of the safeguarding policy and safeguarding practice. The Advisory Body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end, the Advisors will ensure that:

- they are trained in safeguarding at the point of their induction
  - an effective, up-to-date child protection policy is in place and made available on the school's website;
  - other policies, as prescribed Part 2 of KCSIE, are in place and operational;
  - required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
  - an appropriate member of staff from the school's leadership team is appointed to the role of DSL;
  - all staff receive safeguarding induction and ongoing training in accordance with this policy;
  - students are taught about safeguarding, including online safety;
  - the school's safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children Partnership;
  - Adcote School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of students are identified;
  - clear systems and processes are in place for identifying and managing students with mental health problems;
  - child protection files are maintained and, where appropriate, such records are transferred to a student's new school in accordance with statutory guidance;
  - appropriate filters and monitoring systems are in place to keep children safe online; the school reports to their local authority any student who joins or leaves the school at non-standard transition times in line with statutory and local authority guidance;
  - ensures written assurances are provided by individuals or organisations who hire school premises confirming appropriate safeguarding and child protection procedures are in place.
  - all school leaders understand the importance of Human rights and equality legislation. The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them. Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:
    - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
    - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
    - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,and • Protocol 1, Article 2: protects the right to education.
- Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.
- ensure that, according to the Equality Act 2010, Adcote school must not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their students and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Provisions within the Equality Act allow schools to take positive action, where

it can be shown that it is proportionate, to deal with particular disadvantages affecting students or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions.

**Safeguarding Advisor:** The Chair of the Advisory body is Diane Browne and she is also the Nominated Safeguarding Advisor who takes lead responsibility for monitoring the operation of safeguarding arrangements in the school. This is done in a number of ways, these being:

- discussions about safeguarding matters with the DSL at least once a term and more regularly, if needed;
- liaising with the local authority and/or partner agencies where appropriate;
- conducting an annual audit of the school's safeguarding procedures and submitting a written report to the Advisory Body with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the school is making to inter-agency working; and the provision for teaching students how to keep themselves safe. This audit will form part of the annual review undertaken by the Advisory Body as a whole to ensure that all policies, procedures and training provided by the college are effective and comply with the law.

The contact details for the Safeguarding Advisor are set out in Section 1 of this policy.

### **The Headteacher**

Is responsible (with the lead support of the Designated Safeguarding Lead) for ensuring safeguarding arrangements are implemented effectively in school. To this end the Head will ensure that:

- the safeguarding and child protection policy and procedures adopted by the Advisory Body are implemented and followed by all staff;
- sufficient time, training, funding, support and resources necessary to enable the DSL and DDSs to carry out their roles effectively are allocated, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- matters which affect student welfare are adequately risk-assessed by appropriately-trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
- systems which operate with the best interests of the student at heart are in place for students to express their views and give feedback;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's Whistleblowing Policy and low-level concerns procedures;
- ensure all staff are knowledgeable and confident in their safeguarding practice; including making sure that their practice is in line with national and local requirements;
- students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- safer recruitment procedures are being adhered to in line with Part 3 of KCSIE, September 2026;
- acts as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff and volunteers) and liaises with the Local Authority Designated Officer (LADO);
- notifies the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority and/or the Police of anyone who has harmed or may pose a risk to a child.

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

Adcote School has appointed a Designated Safeguarding Lead (DSL) who is a senior member of staff and member of the leadership team. The DSL takes lead responsibility for safeguarding (including on-line safety)

and child protection and is the first point of contact for parents, students, staff and others if they have any concerns about safeguarding or child protection. The school also has two Deputy Designated Safeguarding Leads (DDSLs), ensuring that there is always an appropriately trained and designated person in the school at all times. There is an addendum to this policy which outlines the measures the school has put in place to ensure there is effective DSL cover in the event of staff absence. The DSL will be given the time, funding, training, resources and support to ensure they are able to fulfil all the key aspects of their role as described in Keeping Children Safe in Education 2026.

Responsibilities include:

- Ensuring that the school has a child protection policy in place as required by [Keeping children safe in education](#), that is implemented and followed by all staff.
- **Managing Referrals:** the DSL will manage the referral of cases of suspected abuse, neglect, radicalisation or any other relevant issue to the Local Authority Social Care Service, Channel programme, DBS and/or Police as appropriate.
- **Working with others:** the DSL will be the principal point of contact for all staff and when coordinating different departments and functions within and outside the school in the management of a case. They will promote supportive relationships with parents and carers to safeguard students' welfare, be able to identify the causes and consequences of issues that children are experiencing and to support staff to make appropriate adjustments in the provision of educational programmes.
- **Information sharing and managing the child protection file:** the DSL is responsible for keeping child protection files up to date with accurate and complete records of any actions or decisions taken and ensuring these confidential records are securely stored and, where appropriate, transferred to a new school promptly. This will take place within 5 days of the student starting at a new setting.
- **Raising Awareness:** the DSL is responsible for reviewing and updating the school's safeguarding policy at least annually, for ensuring that all staff members have had appropriate training regarding its implementation, and for ensuring that parents can access the policy and know that the school may make referrals where abuse or neglect is suspected.
- **Training, knowledge and skills:** the DSL will receive the appropriate level of training, together with regular updates, to ensure they are able to understand the unique risks associated with online safety, to be confident that they have the relevant knowledge and up-to-date capability required to keep children safe whilst they are online at school or home and to diagnose and respond to the specific needs of vulnerable children and work effectively with agencies such as the LADO, the Police and the Channel agency.
- **Providing support to staff:** the DSL should receive sufficient support and training so that they can support staff and help them feel confident on welfare, safeguarding and child-protection matters, including referrals and taking into account safeguarding, welfare and SEN in the provision of academic and pastoral support. The DSL will continue to provide staff with the relevant skills and knowledge to safeguard children effectively.
- **Understanding the views of children:** the DSL should, through training, develop the knowledge and skills needed to encourage a culture of listening to children and taking account of their wishes and feelings among all staff. They should promote an understanding of the difficulties that children may have in approaching staff about their circumstances and help staff consider how to build trusted relationships which facilitate communication.

*A full description of the responsibilities of the DSL is set out in the Appendix of this policy.*

**Deputy Designated Safeguarding Leads (DDSL)** DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of a long-term absence of the DSL, a Deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activities may be delegated to a DDSL but final

lead responsibility for safeguarding and child protection remains with the DSL.

**All Staff:** Safeguarding and child protection is everyone's responsibility. At all times, staff should consider what is in the best interest of the child. All staff (including advisory body, supply staff, contractors and volunteers) are under a general legal duty to:

- contribute to providing a safe environment in which students can learn;
- consider at all times the best interests of the student and take action to enable all students to have the best outcomes;
- attend appropriate safeguarding and child protection training on an annual basis or additionally as directed by the DSL;
- be aware of the indicators of the different forms of abuse and neglect and of emergent mental health issues;
- assist children in need and to protect children from abuse, neglect, radicalisation and extremism;
- be familiar with the school's policies pertaining to safeguarding and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy;
- support social services and any other agencies following any referral.

### **Professional Development and Support**

Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse, neglect and exploitation are concerned. Throughout their employment, Adcote School will continue to provide staff with the relevant skills, knowledge and experience to safeguard children effectively.

Induction training for all new members of staff, including temporary employees or volunteers, includes formal child-protection training which covers:

- This safeguarding policy and related policies on Anti-Bullying, Online Safety, Mental Health and Prevent\*;
- Part 1, Part 5 and Annex A of Keeping Children Safe in Education
- the role, identity and contact details of the DSL and Deputy DSLs;
- policies on acceptable use of IT and online safety (including when they are online at home)\*;
- the student rewards and sanctions policy\*;
- the school's safeguarding response to students who go missing from education;
- the Staff Code of Conduct\*;
- the school's policy on Whistleblowing\*;
- an overview of the Local Safeguarding Children Partnership's procedures.

\*Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

All staff, including the Head and volunteers involved in regulated activity, will undertake appropriate child protection training which, in line with LSCP guidance, is updated every two years. In addition, all staff will receive safeguarding updates delivered through a combination of INSET Days, e-bulletin updates, and the completion of relevant e-courses on a regular basis and at least annually. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training, where appropriate. All staff must complete Prevent training. Teaching staff must also complete FGM training.

All staff receive updated copies of the school policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex B of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading in the policy section of the school's Shared Google Drive.

The DSL team will regularly assess the appropriate level and focus for staff training so that it can respond to specific safeguarding concerns such as mental health, child-on-child abuse, online safety, radicalisation, child sexual exploitation, child criminal exploitation, sexual violence and harassment, and female genital mutilation.

The DSL and Deputy DSLs undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be obtained for those who have specific responsibility for looked-after children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:

- keep abreast of best practice for promoting a culture of listening to children;
- remain up to date on the mechanics of inter-agency working as operated by the LSCP;
- understand the assessment process for providing early help and intervention, for example through locally agreed common assessment processes such as early-help assessments;
- have an up-to-date working knowledge of how local authorities conduct child-protection case conferences so they can contribute to these effectively when required to do so;
- be alert to the specific needs of children in need, those with Special Educational Needs and young carers;
- understand and support the school regarding the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- be able to keep proper written records of concerns and referrals.

All members of the Advisory board receive training at least on a three-yearly basis, to ensure they have the knowledge necessary to exercise appropriate oversight over the school's safeguarding policies and procedures. Training should be given at the point of induction onto the board.

## **Ensure Safe Practice**

### **Safer Recruitment:**

Adcote School is committed to safer recruitment processes. As part of our recruitment and selection processes; we ensure that our commitment to safeguarding and promoting the welfare of children is evident to candidates throughout each stage of the process; with any candidate who is not suitable to work with children being deterred and identified at the earliest point. Members of teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff such as musicians and sports coaches are subject to the background checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE 2026, Part 3. For most appointments, an enhanced DBS check with 'barred list' information will be required. At least one member of any staff recruitment panel will have had Safer Recruitment training. The school's separate Safer Recruitment Policy contains further details about how the process of staff recruitment is conducted.

All applications **MUST** be made on Adcote's full application form. A CV may be submitted alongside this, but it is not sufficient on its own. We seek suitable references and carry out online social media checks prior to interview; as well as ensure that there is a focus on the candidate's knowledge and competency in safeguarding practice as part of the interview processes.

Where we do not have all the necessary information or there are gaps in the information; we have robust risk

assessment processes in place to ensure that anyone who does not meet the required standards of pre-appointment checks or suitability does not work unsupervised or engage in regulated activity with children. We do not allow individuals to begin working or volunteering to work for us until we have received and reviewed their enhanced criminal records check and barred list check. We reserve the right to refuse access to the school site any person who we are not assured is safe to work at or visit our school or engage in regulated activity with children.

### **Contractors**

We have several contracts with external providers (including Alternative Providers) to work in or with our school including with children.

We will follow our Visitors Policy and Supervision of Contractors and Ancillary Staff Policy if we become aware of any allegations relating to a contractor.

### **Visitors**

We have a range of visitors to our school; including professional visitors, children's family members or others attending school events. All visitors to our school are expected to act in accordance with our Safeguarding Statement and adhere to our Security Visitor Control Policy.. Our Headteacher can use their professional judgment to decide whether any visitor is allowed access to the school site or needs to be escorted or supervised. We ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to children.

We check the identification of visitors and make sure that professional visitors who attend our school have had the appropriate DBS check depending on the activity they are there to carry out; or that the visitor's employers have confirmed that their staff have appropriate checks. We do ask to see DBS certificates when we have received the necessary confirmation.

When external speakers or visitors attend our school premises (whether for school or non-school activities); we conduct due diligence checks to ensure that their views and delivery of material continues to ensure our school is a safe place. This continues to ensure we are Teaching our children how to keep safe; as well as promoting fundamental British Values and community cohesion.

We take all practicable steps to ensure that all buildings are as secure as circumstances permit. The school has CCTV cameras at the main entrances and other locations. All access doors are coded and the codes changed regularly. An electronic Visitors' Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on school premises by a member of staff. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the premises.

### **Hiring to out of school providers:**

Where Adcote School hires or rents out the school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe. Adcote School should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Adcote School should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children

safe in out-of-school settings details the safeguarding arrangements that schools should expect these providers to have in place.

If Adcote School receives allegations about staff using their premises, they should follow their usual safeguarding procedures, including contacting the LADO.

### **Ensuring safe staff**

Staff are expected to act in line with this section when any safeguarding concerns or allegations arise for the following:

- Employed staff
- Supply Staff
- Trainee teachers
- Volunteers
- Advisory Board/Directors
- Contractors
- Professional Visitors
- Organisations or Individuals using school premises for non-school activities

As further outlined in Roles and Responsibilities the Headteacher with the oversight of the Advisory Board are responsible for ensuring the safety of the staff and volunteers working for, at or on behalf of our school; irrespective of whether they are employed by us or another employment agency or business/charity.

In some circumstances we will have to consider an allegation against an individual not directly employed by us; for example, supply teachers, trainee teachers or contracted staff provided by an employment agency or business/charity. Where this applies, we share safeguarding responsibilities with the employment agency or business charity.

### **Allegations about members of staff, supply staff, contractors and volunteers**

Guidance is given to staff to be circumspect about placing themselves in situations which may:

- put themselves or their students at risk of harm;
- give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Particular care should be taken where staff have one-to-one meetings with a student.

The following procedures will be used where it is alleged that a member of staff, a supply teacher, contractor or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children;
- behaved or may have behaved in a way (in or outside of school) that indicates they might not be suitable to work with children. The incident may not necessarily involve children but may raise concerns that such behaviour might be replicated against a child (eg domestic violence at home).

These criteria are often referred to as the allegation or harm threshold. The procedures outlined below aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part 4 of KCSIE (September 2026).

### **Reporting an allegation about staff:**

- Where an allegation is made about a member of staff, supply staff, the DSL, contractor or volunteer, the matter should be reported immediately to the Head, or in the Head's absence, to the Safeguarding Advisor, Diane Browne. The adult to whom the allegation relates should not be informed without the explicit consent of the Local Authority Designated Officer (LADO), the person designated by the local authority to be involved in the management of allegations against people who work with children.
- Allegations about the Head should be reported to the Chair of the Advisory Body, Diane Browne.
- Allegations about an Advisor should be reported to the Chair of the Advisory Body. If the allegation is against the Chair of the Advisory body, the matter should be reported to The Head. Who receives any such allegation is referred to in these procedures as the 'case manager'.

#### **Action to be taken by the case manager:**

- Before contacting the LADO, the case manager will conduct basic enquiries in line with the Local Safeguarding Partnership's procedures to establish the facts to help determine whether there is any foundation to the allegation. Nothing must be done at this initial stage that could jeopardise a future police investigation.
- If the case manager is unsure whether the allegation meets the criteria above, the LADO will be consulted for advice.
- Any allegations meeting the criteria will be dealt with in accordance with the local authority's arrangements for managing allegations. All such allegations must be dealt with as a priority to avoid any delay.
- The case manager will immediately (and in any event within one working day) discuss the matter with the LADO – the person designated by the local authority to be involved in the management of allegations against people who work with children – before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to formally investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree on a course of action. All discussions with the LADO should be recorded in writing.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.
- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
- When an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report the allegation to the police. Non-recent allegations made by a student will be reported to the LADO in line with the Local Safeguarding Partnership's procedures for dealing with such allegations. The LADO will then coordinate with the children's social care and the police.

#### **Disclosure of information**

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted and, if appropriate, children's social care and the police.
- The parents of the student involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, only in relation to their child: no information can be shared regarding the member of staff.
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

#### **Investigation**

- Investigations will usually be undertaken by a senior member of school staff, under the guidance of the LADO. However, depending on the nature and complexity of an allegation, the investigation may instead be conducted by external agencies, such as social services or the police. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as to how and by whom the investigation should be conducted.
- Where an external agency is conducting the investigation rather than the school, the school will cooperate fully with external investigators. No internal investigation into possible breaches of the school's disciplinary code will commence until any external investigation or criminal proceedings are complete.
- It is recognised that the school may have to consider an allegation against an individual not directly employed by the school: for example, supply teachers provided by an employment agency or business. Adcote School will ensure that the agency is made fully aware of any allegations and that they are dealt with properly. Prior to ceasing using a supply teacher due to safeguarding concerns, the facts will be found out and the LADO liaised with to determine a suitable outcome. Adcote School may take the lead in the investigation, to ensure that the allegation is dealt with properly and to recognise the fact that the agency would not have direct access to students or other school staff. They would therefore not be able to collect the facts or liaise with the LADO, police and/or children's social services. The agency will be made aware of the issues and be fully involved, even though Adcote is taking the lead. For example, the school will discuss with the agency whether it is appropriate to suspend the person they have supplied, or redeploy them, whilst the investigation is carried out. Supply staff will be advised to contact their trade union for representation. If there is an allegation meeting, it will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school.
- Adcote School will not cease its investigations if the person involved leaves, resigns, ceases to provide their services, or refuses to cooperate. Records will be kept of the nature of the allegation and any supporting evidence used to determine whether or not, on the basis of information available, the allegation is substantiated. The person involved will be notified in writing of the outcome of the investigation process.
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
  - o Substantiated: there is sufficient evidence to prove the allegation
  - o Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the investigation.
  - o False: there is sufficient evidence to disprove the allegation
  - o Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
  - o Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

## **Support**

- Adcote School has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case.
- The school will also provide access to counselling or medical advice, where appropriate.
- The school will not prevent social contact with work colleagues and friends, when staff are suspended, unless there is reason to believe this may be prejudicial to the gathering and presentation of evidence.
- Support will also be offered to the student(s) affected and their parents or guardian. The school will consult with the children's social services, or the police as appropriate, as to how this can be done in the most suitable and effective way.

## **Suspension**

- Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect that a student, or other students at the school, is/are at risk of significant harm, or where the allegation is so serious that it might be grounds for dismissal. The school will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The school will balance the need to ensure the safety and welfare of the student with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.
- If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons for the suspension. The school will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
- If it is decided that the person who has been suspended should return to work, the school will consider how to facilitate this: for example, whether a phased return would be appropriate. The school may provide a mentor and will also consider how to manage contact with the student who made the allegation.

## **Record keeping and references**

- Details of allegations that are found to be malicious or false will be removed from personnel records, unless the individual gives their written consent for the retention of the information. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions will be kept on the employee's file. A copy of this summary will be provided to the individual concerned. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
- When providing employer references, Adcote School will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unfounded, unsubstantiated, false or malicious.

## **Low-level concerns**

As part of a whole school approach to safeguarding, Adcote School seeks to promote a culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. The purpose of the school's low level concerns policy is to create and embed a culture of openness, trust and transparency in which our values and expectations of staff behaviour as set out in the Code of Conduct are constantly lived, monitored and reinforced by all staff.

A "low-level" concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult has acted in a way that:

- Is inconsistent with the school's Code of Conduct, including inappropriate conduct outside of work;
- Does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO. NB: The term 'low-level' does not mean that the concern is insignificant; it simply means the behaviour does not meet the allegation threshold as defined in KCSIE.

Inappropriate behaviour can exist on a wide spectrum, from that which is inadvertent or thoughtless through to that which is ultimately intended to enable abuse. Examples of such behaviour could include but are not limited to: being overly friendly with students; showing favouritism; taking photographs of students on a personal device; or using inappropriate sexualised, intimidating or offensive language.

Staff are required to report any concerns about any adult (including a person employed by a supply agency or a contractor) to the Head. In the case of supply staff, and contractors their employers will be notified so any

patterns of inappropriate behaviour can be identified. Where the concern relates to the Head, it should be reported to the Chair of the Advisory body. Such reports should be made without undue delay. Staff do not need to be able to determine whether their concern is a low-level concern or whether it meets the threshold of an allegation. This determination will be made by the Head/Chair of Advisors when the matter has been investigated.

The Head will gather as much evidence as possible by speaking directly to the member of staff concerned (unless the concern has been raised anonymously), to the individual concerned and to any witnesses. If the Head is the subject of the concern the Chair of the Advisory Board will act in a similar fashion. Full details of how low level concerns will be investigated are set out in the Staff Code of Conduct.

A member of staff may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, a member of staff, for whatever reason, may have behaved in a manner which, on reflection, falls short of the standard set out in the Staff Code of Conduct. Under such circumstances, the member of staff should make a self-referral to the Head as soon as possible. Doing so demonstrates transparency, facilitates effective management of the issue and can reduce the risks of misunderstandings and false allegations.

All low-level concerns, including those determined to be unfounded, will be recorded in writing by the Head. The record will include details of the concern, the context in which the concern arose, any actions taken and decisions reached (along with the rationale for them), and the eventual outcome. The name of the individual sharing their concerns will be noted. If the individual wishes to remain anonymous, then this will be respected as far as reasonably possible. Records of low-level concerns are confidential and securely stored by the DSL in accordance with the Data Protection Act 2018 and the UK General Data Protection regulation for six years after the individual ceases to be employed by the college.

Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in employment references provided by the school. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it will be included.

Records of low-level concerns will be reviewed at least termly by the DSL, Head and Chair of Advisors to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. Where a pattern of behaviour is identified consideration will be given to whether disciplinary procedures should be invoked, the matter should be escalated to the LADO and, more broadly, whether existing policies need to be revised and/or additional training is required to address wider cultural issues and minimise the risk of recurrence in the future. It is vital that lessons are learnt from all allegations/concerns, not just those concluded or found to be substantiated.

### **Whistleblowing**

Whistleblowing is the mechanism by which staff can raise concerns about poor or unsafe practice, wrongdoing and/or potential failures in the school's arrangements in good faith without fear of repercussions. All staff have a duty to raise concerns about malpractice or wrongdoing where this is impacting on the safety and welfare of children.

All staff are required to report to the Head any concerns about:

- poor or unsafe safeguarding practices at the school;
- potential failures by the school or its staff to properly safeguard the welfare of students;
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of students.

If the member of staff feels unable to raise their concern with the Head (or a member of SLT) or if they believe

any concern has not been dealt with, they should contact the Chair of the Advisory Board. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see section 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action), provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

### **Record Keeping and Information Security**

We have a legal duty to act in line with data protection laws. We have data protection processes in place to ensure that we keep and process (manage) personal information about children, their families; staff and others safely and lawfully.

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE 2026, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Adcote School will keep all child-protection records confidential, (using CPOMs) allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The school will cooperate with police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations. Where a student who is subject to a child-protection plan is moving to another school, the DSL will ensure their child-protection file is securely transferred as soon as possible. This file will be transferred separately from the main student file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a student leaving: for example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the student arrives. Where allegations have been made against staff, the school will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom. Information sharing is essential in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including educational outcomes. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-to-know basis.

### **Sharing safeguarding information with others**

Data protection laws and principles allow us to store, share (and withhold) personal information as follows:

- Safeguarding information contained on the child protection file and any other information we hold for safeguarding purposes is 'special category personal data'.
- 'Safeguarding of children and individuals at risk' is a processing condition that allows us to share safeguarding information without consent where there is a good reason to do so; as further explained

below.

- We will not share personal data in circumstances where the 'serious harm test' is met (where sharing would be likely to cause serious harm to the physical or mental health of any individual).
- We will seek the advice of our Data Protection Officer and the Information Commissioner's Office when necessary.

We are proactive in sharing information with each other and others who are working with our children and their families as early as possible; so that children can receive the help and support they need; respond to any safeguarding concerns and where possible prevent abuse, neglect, exploitation and/or harm.

Staff are expected to share information with one another as part of their work in school about the needs and risks of children on a need-to know basis in line with our Safeguarding Statement so that we keep children safe and promote their welfare. They are not permitted to share information with friends, family, or anyone in the local community outside of their work.

If a parent or child does not consent to their information being shared, data protection laws allow us to share information without consent for the purpose of keeping a child safe or if there is another legal basis to do so (such as information sharing requirements in statutory guidance). Where this happens, staff will explain to parents and children why the information still needs to be shared, unless it is not safe or possible to do so.

Decisions to share safeguarding information with other organisations (including Transfer of child protection files and other safeguarding information) will be overseen by either the Designated Safeguarding Lead (please also refer to Designated Safeguarding Lead Response) and/or (and always in the case of Ensuring safe staff) the Headteacher.

When deciding what information to share, consideration will be given to:

- the relevancy of the information, including to the current safeguarding risk,
- what is necessary for the receiving organisation to know, and
- whether it is clearly presented and appropriately contextualised (see Storage and management of safeguarding information (child protection files)) .

Professional judgement should be used to ensure that the information shared is focused and proportionate. This may include summarising or omitting information which is not necessary for safeguarding purposes. But care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

### **Transfer (including receipt) of child protection files and other safeguarding information**

The Designated Safeguarding Lead is responsible for ensuring that safeguarding information is transferred, reviewed and actioned promptly at all transition points in a child's educational journey; including in-year moves. They will use the Shropshire Transition in Education Guidance (safeguarding children at educational transition points) to guide their practice approach.

When a child leaves for a new education setting (including in-year moves); the Designated Safeguarding Lead will arrange for the child protection file (and any additional information to help the new setting to help safeguard and promote the child's welfare) to be transferred to the new setting no later than within 5 working days of an in-term transfer or within 5 days from the start of the new term.

Where the move is planned; the Designated Safeguarding Lead will consider sharing information (which could include a conversation with the Designated Safeguarding Lead in the new provision) in advance of the child leaving to help with the child's transition and to enable any help, support or protection they may need; and/or where it would support assessment of risk to others in the school (for example where the child's behaviour causes safeguarding concern). Safeguarding information should be used to support, not disadvantage, the child.

Child protection files and any other safeguarding information is shared separately to the child's main file and by secure means. Confirmation of receipt of the files should be gained.

If a child is absent from education or Electively Home Educated; we share relevant information with the Local Authority as required by law (please see Children potentially at greater risk of harm ). If the child leaves our setting and does not move to a new education setting; we transfer their child protection file (and any additional information as necessary) to the relevant Local Authority that they reside in line with the local protocol.

The Designated Safeguarding Lead will be notified of all children due to start at the school prior to or (in exceptional circumstances) on the date they start. The Designated Safeguarding Lead will be promptly notified of and review any safeguarding information shared to ensure they:

- Understand key risks and needs, relevant context and any ongoing support needs for the child.
- Where information indicates a risk to others and/or the individual child (for example if a child's behaviour causes safeguarding concern) the Designated Safeguarding Lead will work closely with the School Behaviour/Inclusion Lead and other relevant Senior Leaders to respond and assess the risk to both the individual pupil and others in the school; to put in place a safety and support plan in place.
- Identify any unclear, incomplete or missing information and seek clarification from the sending provider to ensure effective safeguarding.
- If the child protection file has not been received as required by Keeping Children Safe in Education Part 2 and Annex B; then the Designated Safeguarding Lead will use the SSCP Escalation/Resolution Of Disagreements Policy (or applicable Child Safeguarding Partnership Escalation Policy for the Local Authority area that the sending provider is based).
- Share safeguarding information as required with key staff including Deputy Designated Safeguarding Leads, SENCOs or other staff who need to know. See also Children potentially at greater risk of harm.

## **Teaching our students how to keep safe**

### **Mental health:**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by raising the issue with the DSL, who may in turn contact an appropriate external agency.

Teaching students to keep themselves safe Adcote School is committed to raising awareness of personal safety whenever the opportunity arises. This includes highlighting general health and safety matters in and around school as well as in the wider world and educating students about specific safeguarding issues, such as staying safe online (including when they are accessing remote learning), radicalisation, grooming, child sexual exploitation, child criminal exploitation, healthy relationships, mental health, substance misuse, bullying and sexting. These issues are explored in a variety of contexts, including academic and PSHE/CLEAR lessons and in individual pastoral meetings with Personal Tutors. Staff are also aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation.

### **Online safety**

The widespread use of digital communications technologies, such as personal mobile devices and the internet, presents young people with a host of opportunities for learning, participation, creativity and

self-expression. At the same time, it allows students to access and transmit harmful content along with being a means to harass and bully their peers.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

### Filtering and monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Directors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The Department for Education has published [Filtering and Monitoring Standards](#) which set out that schools 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.

The Department for Education has also published advice on how filtering and monitoring requirements apply to the use of generative AI in education - [Generative AI: product safety expectations](#)

Students (apart from 6th form) are not allowed to use mobile devices within the school day and any Junior and Senior students who bring them into school are required to hand them in to their tutor during morning registration. The school uses Smoothwall and has a range of filtering systems in place to keep students safe when accessing the internet via, and usage is also monitored (see the school's Use of Network and Internet Policy for further details). The school recognises, however, that students may use their 3G/4G/5G connection and bypass its filters. Our focus therefore is to teach students about the dangers. The safe use of technology is a focus in all areas of the curriculum and key ICT safety measures are routinely reinforced in lessons. All students have to read and sign the Use of network and internet policy.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. (KCSIE September 2026)

The advisory body **must** ensure that the leadership team and relevant staff are:

- aware of and understand the systems in place
- manage them effectively

- know how to escalate concerns when identified.

Adcote School should use communications with parents to reinforce the importance of children being safe online. They should share information with parents about:

- what systems they have in place to filter and monitor online use
- what they are asking children to do online, including the sites they will be asked to access
- who from the school (if anyone) their child is going to be interacting with online.

### **Mobile phones and cameras**

Adcote School provides mobile phones for trips and cameras for taking photographs when necessary. Staff may also use their mobile phones for photographing organised school events. These should be forwarded to media@ asap. Images of students must not be stored on any personal mobile phone. Photographs and videos are taken of students by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the school website and newsletter. Written permission is obtained when a student joins the school and this also indicates the level of consent. The DSL will ensure that all staff are aware of the names of students who may not be photographed or where there is limited consent. Images of students on the website will not be named. Once images have been transferred from a camera onto a computer the images should be deleted from the camera immediately. When taking photographs or recording video footage, staff should have regard to the following guidance:

- all students must be appropriately dressed
- images that only show a single student with no surrounding context should be avoided: photographs of three or four students are more likely to include the learning context
- use photographs that represent the diversity of students participating
- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a student who is considered vulnerable, unless parents or a guardian have given specific written permission

### **Intervention**

Shropshire Safeguarding Partnership publishes threshold guidance

<https://trixcms.trixonline.co.uk/api/assets/westmids-shropshire/9985b4bd-91b9-4250-baf0-e909b19e6360/chil-drens-threshold-document.pdf>

This is for all agencies, professionals and volunteers in the area to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs – at different points on the continuum – throughout their childhood years.

Within the continuum there are 4 levels of intervention: A summary of these are: **(Staff should refer to the full guidance before referral.)**

**Level 1 – Universal** Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

**Level 2 – Children in need of Early Help** These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

**Level 3 –Targeted Early Help** This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised.

**Level 4 – Complex Significant Needs** These are children whose needs and care at the present time are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care. An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

### **Early help**

Adcote School recognises the importance of providing early help to students to support a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, mental health and relationship issues.

Students are encouraged to raise concerns as soon as they are identified, either through their Personal Tutor or directly to the Designated Safeguarding Lead, so that effective early support can be provided.

If staff believe that a student could benefit from early help, they should discuss the matter with the DSL who will, taking into account the Local Safeguarding Partnership's threshold criteria, consider what action should be taken.

If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the student's situation does not appear to be improving.

Adcote School has various mechanisms to help identify emerging problems, including a thorough student recruitment process, the pastoral system, the PSHE/CLEAR programme and various policies, including AntiBullying and Cyber-bullying, E-Safety, Mental Health and Prevent. Staff training also prepares staff to identify students who might benefit from early help.

Adcote School recognises that any child may benefit from early help, but are 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 in to 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, colleges 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.

### **What to look out for and when to be concerned**

All staff should be aware of the types and signs of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of home, and online and that they are able to identify students who may be in need of help or protection. Staff should always exercise professional curiosity, knowing what to look for is vital for early identification of abuse, neglect and exploitation. If staff are unsure, they should always speak to the DSL, nor a deputy.

**Child 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant in relation to the impact on children of all forms of domestic violence, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Staff should be aware that there are 4 main categories of abuse identified in KCSIE 2026:

- **Physical abuse:** 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:** 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 from 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:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate

ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and is covered in greater detail later in this policy.

- **Neglect:** 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, for example, 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.

Other forms of abuse which staff should be aware of are:

- Children absent from education
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- County lines
- Domestic abuse - can be psychological, physical, sexual, financial or emotional.
- Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)
- Forced marriage
- Radicalisation
- child-on-child
- Sexual violence and harassment (including upskirting)

Further information is provided in Appendices of this policy and in Part 1 and Annex B of KCSIE.

**Contextual safeguarding** All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between young people outside this environment. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, and serious youth violence.

### **Signs of abuse**

All staff need to be aware that students may be reticent about reporting abuse generally, and particularly so about child-on-child abuse, and therefore need to be vigilant for potential indicators that abuse may be taking place and using CPOMS inform the DSL team of any concerns they might have.

Possible signs of abuse include (but are not limited to) the following (and these do not necessarily mean that abuse is occurring):

- the student discloses that he or she has been abused, or asks a question which gives rise to that inference
- the student has an injury that cannot be reasonably or consistently explained, or is unusual in type or location
- the student shows signs of injury on a regular or patterned basis
- the student engages in extreme or challenging behaviour or there is a sudden change in the student's behaviour

- the student asks to drop subjects with a particular tutor and seems reluctant to discuss reasons
- the student appears neglected (eg dirty, hungry, inadequately clothed)
- the student appears reluctant to return home or has been openly rejected by parents or guardians
- the student's development is delayed in terms of emotional progress
- the student withdraws emotionally – showing a lack of trust in adults
- the student shies away from being touched or flinches at sudden movements
- the student loses or gains weight

Further guidance is provided in Appendix. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) (2015) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf) and the NSPCC website.

### **Listening to students and record keeping**

Adcote School provides a range of opportunities for students to be listened to. students can speak with Personal Tutors, subject tutors, a member of the DSL team or are directed to counselling services. These opportunities are signposted by Personal Tutors and in PSHE/CLEAR sessions. Links to external agencies such as Childline and Kooth are shown on notice boards both in main school and within the boarding houses.

If a student discloses that she has been abused or neglected in some way, the member of staff should:

- immediately stop any other activity to listen;
- listen carefully to the student and keep an open mind - do not interrupt or be afraid of silences;
- limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoiding leading questions (such as, “has this happened to your siblings?”) that may prejudice an investigation;
- not make any attempt to investigate the incident themselves or make a decision as to whether or not the student has been abused;
- reassure the student, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy;
- discuss the conversation with the DSL as soon as possible, and take no further action unless instructed to do so by the DSL or the Principal;
- only share information on a need-to-know basis;
- make a full written record of the conversation as set out below.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

Staff must record in writing all concerns, discussions and decisions made about a student as soon as possible on CPOMS. The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place
- what was said and done, by whom and in whose presence
- any noticeable non-verbal behaviour or words used by the child. The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer. The DSL or

DDSL will organise for the evidence to be scanned and added to the CPOMS incident record. Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically. Further guidance is available on what to do if viewing an image is unavoidable on:

- <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Sharing nudes and semi nudes: advice for education settings working with children and young people (March 2024 ).
- UKCIS advice on sharing nudes and semi-nude.

### **Procedure to be followed by staff if they have concerns about a student's welfare**

If a member of staff has concerns about a student's welfare, including any mental health concerns, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section Allegations against members of staff (including supply staff) and volunteers below should be followed. Staff should not assume that somebody else will act and share information that might be critical in keeping a student safe.

All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing via CPOMS. If in doubt about recording requirements, staff should discuss with the DSL.

If a member of staff discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the tutor must report this to the police. Unless the tutor has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex A of KCSIE and 'Guidance for Schools' information.)

The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

Parents can report to the DSL on the welfare of any student in the school, whether their own child or not. If preferred, parents may discuss concerns in private with the student's Personal Tutor or other member of staff, who will notify the DSL.

Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

### **Duties of the DSL on being notified of a concern about a student's welfare**

When the DSL is notified of any concerns about a student's welfare, she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- contextual factors
- the referral threshold set by the relevant Local Authority
- the student's wishes or feelings
- the inter-agency procedures of the Local Safeguarding Children Partnership
- where relevant, local information sharing protocols relating to Channel referrals.

If the DSL decides not to make a referral, but to support the student with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the student's situation does not appear to be improving. The DSL should refer to the Children's Thresholds procedure.  
<https://trixcms.trixonline.co.uk/api/assets/westmids-shropshire/9985b4bd-91b9-4250-baf0-e909b19e6360/childrens-threshold-document.pdf> This can also be found in the appendices.

Members of the DSL team are responsible for maintaining written safeguarding records once an issue has been logged on CPOMS. These records are confidential and the only personnel within the school who have access to them are the DSL/DDSLs. Such records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any actions taken, decisions reached and the outcome.

### **Making a referral to children's social services**

When a student is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made as soon as possible by the DSL to Children's Social Care in the local authority in which the student lives. Parental consent for referrals of this type is not essential but it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparent with their knowledge. Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should be an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The school will coordinate with the local agencies involved.

If a student is in immediate danger or is at risk of harm, a referral should be made to children's social services and/or the police immediately. Further guidance on when to call the police is provided by the NPCC - when to call the police. The school is not required to obtain parental consent prior to a referral being made.

If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children's social services again.

If the DSL is not sure whether a referral should be made, she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a student may be at risk of harm or in immediate danger, a referral to children's social services and/or the police will be made immediately.

Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

If, after a referral, the student's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up, to ensure both that their concerns are addressed and that the student's situation improves.

Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly, and in any event within five to ten working days (see the school's Prevent Policy).

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be

appropriate. If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

Note: Refer to link for a flowchart outlining the referral process to children's social services.

<https://trixcms.trixonline.co.uk/api/assets/westmids-shropshire/9985b4bd-91b9-4250-baf0-e909b19e6360/childrens-threshold-document.pdf> . Also found in the appendices.

### **Informing parents**

Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer (LADO), children's social services, the police and/or the Head before discussing details with parents.

For Channel referrals, the DSL will consider seeking the consent of the student (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

### **Arrangements for dealing with child-on-child abuse and allegations**

Most instances of students causing harm to each other will be dealt with under the school's Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by one student towards another (sometimes referred to as child-on-child abuse). This type of abuse can happen both inside and outside of school and online. Examples of student's conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical violence such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress. (Upskirting is now a criminal offence. Anyone of any gender can be a victim.)
- consensual and non-consensual sharing of nude and/or semi-nude images and/or videos (also known as sexting, or youth-produced sexual imagery);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

**Students with Needs or Disabilities** are particularly vulnerable to child-on-child abuse. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These can include being more prone to peer group isolation

or bullying (including prejudice-based bullying) than other children. There is potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and

- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

**Children who are lesbian, gay, bi, or trans (LGBT)** The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education.

### **Children who are gender questioning:**

In recent years, there has been an increase in the number of 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. It is common for children to engage in activities that are less typically associated with their sex. 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 will not initiate any action to make changes or put support in place to facilitate a child presenting as the opposite biological sex (known as “social transition”) unless a child’s parent or carers have been involved in the decision (except when involving them would increase risk to the child).

Staff are expected to report the following to the Designated Safeguarding Lead:

- a child requests changes or support for social transition **and** their parent or carer is not aware or already involved in the decision.
- a child has confided in a staff member, or it is known that they are questioning their gender **but** have not made a request for changes **and** the staff member has concerns for the child’s safety or wellbeing (if there are no safeguarding concerns, there is no reason to report to the DSL)
- a parent or carer requests changes or support for social transition **and** there are concerns for the child’s safety or wellbeing.

Children who are questioning their gender can sometimes be targeted by other children. In some cases, a child who is perceived by other children or adults to be engaging or behaving in ways that are less typically associated with their sex can be just as vulnerable.

### **Child-on-Child Abuse (including harassment and violence)**

Adcote School has an important role in developing students’ understanding of what constitutes child-on-child abuse and instilling behavioural norms that minimise the risk of it taking place. With this in mind, staff should be aware of the importance of:

- Not assuming child-on-child abuse is not occurring because known cases are rare when it may in fact be that such abuse is occurring and are simply going unreported by the students;
- enforcing the school’s rules, which are explicit about the high standards of behaviour and courtesy the school expects;
- being clear that sexual violence or sexual harassment is not acceptable, will never be tolerated and is

- not an inevitable part of growing up;
- not tolerating or dismissing any form of child-on-child abuse as 'banter', 'just having a laugh' or 'girls being girls' as this can lead to a culture of unacceptable behaviours and an unsafe environment for students
- implementing the school's anti-bullying strategy.

Other strategies in place to prevent the occurrence of child-on-child abuse include:

- providing developmentally appropriate PSHE/CLEAR lessons which develop students' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to child-on-child abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships
- having systems in place for any students to raise concerns with staff, knowing that their concerns will be taken seriously and that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe for those students identified as being potentially vulnerable

If a student discloses that they or another student has been the victim of child-on-child abuse, the guidance for gathering and recording the information provided in Section 10 of this policy should be followed.

If an allegation of child-on-child abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria (i.e. where there is reasonable cause to suspect a student is suffering or is likely to suffer significant harm), the case will be referred to the local authority using the procedures set out in this policy. The school will take advice from children's social services on when and how to inform the student about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all students involved, including those accused of abuse. Further details on how cases of child-on-child abuse will be managed is contained in Part 5 of KCSIE (September 2026).

17.6 A student against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the school's policies on behaviour and discipline will apply.

If it proves necessary for a student to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of children's social services, parents are informed as soon as possible and that an appropriate adult supports the student during the interview. If a student's parents are abroad, the student's education guardian will be asked to support the student and to accommodate her if they have been suspended.

Both the victim and the perpetrator will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed.

(NB: Although the terms 'victim' and 'perpetrator' are used in this policy, the school and all involved adults MUST respect the choice of terminology chosen by the student.)

The DSL, as part of these procedures, will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other students at the school) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment, appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other students; and any relevant contextual factors.

### **Child-on-child sexual violence and sexual harassment**

Sexual violence includes acts such as sexual assault, assault by penetration, and rape (this may include an

online element which facilitates, threatens and/or encourages sexual violence). A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment can take a wide variety of forms:

- Sexual comments, such as making lewd comments or sexualized remarks about a person's clothes or appearance, using sexualised names etc
- Physical behaviour, such as deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts etc), upskirting, displaying pictures, drawings or photos of a sexual nature
- Online harassment, such as non-consensual sharing of images and videos (nudes and semi-nudes), unwanted sexualised comments and messages

Young people who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Students may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report, or their experience minimised.

Effective safeguarding practice in the context of claims of sexual violence or harassment further requires the following:

- If possible, reports should be managed with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a Deputy).
- Where the report includes an online element, staff should know and following the searching, screening and confiscation advice (for schools) [https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf) and UKCIS advice on sharing nudes and semi-nudes. The key consideration is for staff not to view or forward illegal images of a child. The UKCIS advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.
- The recognition that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so students may not be able to recall all details or timeline of abuse.

The school will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The DSL/DDSLs are likely to have a complete safeguarding picture and be the most appropriate people to inform the school's initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed; the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB (harmful sexual behaviour) has been displayed; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children (eg whether the

alleged perpetrator(s) significantly older, more mature or more confident); whether the victim has a disability or learning difficult; whether the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature); that sexual violence and sexual harassment can take place within intimate personal relationships between peers; whether there are ongoing risks to the victim, other children, adult students or school staff; and, other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The DSL will reach a judgement about which of the following four ways is the most appropriate for handling the case:

- Internal management: handled entirely within the school.
- Early help: where the students concerned do not require referral to statutory services but may benefit from assistance from an external agency.
- Children's social care: where a child has been harmed, is at risk of harm, or is in immediate danger.
- Report to the police: in addition to the above, where the seriousness of the concern merits it. In all but the first circumstance, how the case is managed will be determined in conjunction with the local safeguarding partnership board (LSCB) and/or the police. The school will follow the guidance as set out in detail in KSCIE (2026) Part 5.

Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Where students have a health need arising from sexual assault or abuse, the school will assist them in gaining access to suitable specialist support services.

### **Children who are absent from or are not in receipt of full-time education**

All children aged 5-16 are legally entitled to a full-time education, suitable to any special education need. Education is essential for children's progress, wellbeing and wider development and being in school is a protective factor against wider harms, including exploitation. All staff are aware that children absent from school, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The school has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the Local Authority students who are missing from school for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing. The school has a legal duty to inform the Local Authority if a student is to be removed from the roll at a nonstandard transition point. When this notification is made the following information has to be provided by the school: full name of the student; name, address and telephone number of the parent the student lives with; details of any new address for the child and parent; the name of the student's destination school and expected start date; and the reason why the student is leaving Adcote. The school is also legally required to notify the Local Authority within five days of adding a student's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new student; specifically, their full name; sex; name and address known to be a parent of the student (and an indication of which parent the student normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone number at which the parent can be contacted in an emergency\*; date of birth; name and address of last school attended (if any); and details of whether they are a boarder or a day student.

\*Note: In line with KCSIE, it is the school's policy to hold a minimum of two emergency contact numbers for each student.

### **The Prevent Duty**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have

"due regard" to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty. All staff must be trained in this area - enabling staff to identify students at risk of being drawn into terrorism and to challenge extremist ideas. The separate Prevent Policy contains further details about how the school fulfils the statutory requirements imposed by the Prevent Duty.

### **Reviewing this Policy**

The DSL will monitor the content and operation of this policy and present an annual report to the Directors. The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Director meetings. The Directors will undertake an annual review of the policy and implementation of its procedures including good cooperation with local agencies and of the efficiency with which the related duties have been discharged. The governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding. Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

## **Appendices**

### **Appendix 1**

#### **Other types of abuse**

- Unexplainable and/or persistent absences from education: all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child absent from education can act as a vital warning sign of a range of safeguarding possibilities. These include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM), 'honour'-based abuse or risk of forced marriage.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Both CCE and CSE are forms of abuse that occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or threat of violence. An imbalance of power is commonly associated with age difference, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic and other resources. Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. More detailed definitions of CCE and CSE are given below:
- CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. The victim (male or female) may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (eg through others copying videos or images they have created and posted on social media).
- CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or being forced or manipulated into threatening/committing serious violence to others.
- County lines: "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily

become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered (via the National Referral Mechanism) alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

- Children and the court system: Children are sometimes required to give evidence either as witnesses in the criminal courts or as part of family court procedure. This can be stressful and may reflect existing conflict and difficulties in the family. Staff members should be aware that any child who is involved in the court process may be at risk of a particular safeguarding issue. The Ministry of Justice has produced age appropriate guides for children who may have to give evidence in the criminal courts.
- Children with family members in prison: Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children.
- Cybercrime. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: • unauthorised access to computers (illegal 'hacking'); • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Domestic abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background. Domestic violence can take place inside or outside the home.
- Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. When young people experience domestic abuse within their own intimate relationships, this is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators offered support.
- Homelessness: Being homeless or being at risk of becoming homeless presents a real risk to a

young person's welfare. The DSL and deputies are aware of contact details and referral routes in to the Local housing Authority so that they can raise /progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property. Children's services will be the lead agency for those young people and the DSL or deputy should ensure appropriate referrals are made based on the student's circumstances.

- Serious violence: All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
- Honour-based abuse (HBA). So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse, are illegal in the UK (regardless of the motivation) and should be handled and escalated as such.
- FGM: FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. All staff must be aware of the law requiring teachers to report cases 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 aged under 18. The duty to report resides with the teacher who becomes aware of the case, not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.
- Child marriage: Since February 2023, it is illegal to allow a child to marry before their 18th birthday, irrespective as to whether force or coercion are involved.
- Forced/child marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is 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. Threats can be physical or emotional and psychological. A lack of full and free consent is where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- Modern slavery: Modern slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour. Exploitation can take many forms, including, sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. The modern slavery statutory guidance provides more information on how to identify and support victims.
- Radicalisation and extremism: "Radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. "Terrorism" is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for

the purpose of advancing a political, religious or ideological cause. "Extremism" is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Extremist views may result in terrorist activity which is where is an action or actions endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts electronic systems. The use of threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There are various reasons why a young person might become interested in extremism:

- a search for answers to questions about identity, faith and belonging
- a desire for 'adventure' and excitement
- a desire to enhance self-esteem of the individual and promote 'street cred'
- the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support

• a sense of grievance that can be triggered by personal experiences of racism or discrimination The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Young people at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related.

- Sharing nudes and semi-nudes. The term 'sharing nudes and semi-nudes' refers to the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. It is also known by the names 'youth-produced sexual imagery' or 'sexting'. While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended. Creating and sharing sexual photos and videos of under-18s is illegal. Also, consensual and non-consensual sharing of nude or semi-nude images and/or videos can be an indicator that children are at risk. Consequently, a member of the DSL team should be notified as soon as possible if an incident comes to light in which a student under the age of 18:

- has created and shared sexual imagery of themselves with a peer under the age of 18;
- has shared sexual imagery created by another person under the age of 18 with another person;
- is in possession of sexual imagery created by another person under the age of 18. Management of an incident. Any direct disclosure by a student should be taken seriously. Students who make such disclosures are likely to be embarrassed and worried about the consequences. Typically, they will have tried to handle the

problem themselves and they will consider notifying a member of staff as a last resort.

Given the potential seriousness of the situation, the DSL must be informed as soon as possible. The DSL will conduct an initial review, which will include meeting relevant staff and the students, to consider:

- whether there is an immediate risk to any child or young person;
- if a referral should be made to the police and/or children's social care;
- if it is necessary to view the image(s) in order to safeguard the student – in most cases, images or videos should not be viewed;
- what further information is required to decide on the best response;
- whether the image(s) has been shared widely and via what services and/or platforms;
- whether immediate action should be taken to delete or remove images or videos from devices or online services or to confiscate the device used (if possible);
- any relevant facts about the student involved which would influence the DSL's risk assessment;
- whether to inform the parents or whether involving them would put the young person at risk of harm.

Viewing the Imagery. Staff must not ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. If a device is confiscated, it should be turned off and locked away securely until it is passed on to the DSL or an external agency such as the police. Staff must not intentionally view any nudes and semi-nudes unless there is a good and clear reason to do so. The decision to view any imagery should be based on the professional judgement of the DSL. Imagery should never be viewed if the act of viewing will cause significant distress or harm to those involved. The DSL must further be satisfied that it is the only way to make a decision about whether to involve other agencies, i.e. that it is necessary (i) to contact a reporting agency (such as the IWF) to have it taken down; or (ii) to support the student or parent in making a report; or (iii) or that is unavoidable because the student has shown it directly to a staff member or because the imagery has been found on school equipment. Along with our own Safeguarding and Child Protection procedures, the school will follow the advice given in Sharing nudes and semi nudes: advice for education settings working with children and young people (March 2024).

#### Referral.

Once the DSL has sufficient information, a decision will be taken over whether the matter should be dealt with internally or referred to children's social care and/or the police. The DSL will be informed by the need to ensure the welfare and protection of the student. Records will be kept of the information available and the rationale for any decisions taken. A referral will always be made to children's social care and/or the police immediately if the incident involves:

- involves an adult.
  - If there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent
  - What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  - You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming
- Support.

It is vital that continuing support be given to the student so that they know they are not alone. Students must be advised on how to report sexual images or videos, how to get them taken down and how to delete it from their accounts. Students must also be made aware of the importance of not sharing the image further. Most online service providers offer a reporting function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the child or young person. Students can use the IWF and Childline's Report Remove tool to report images and videos they are worried have been, or might be, shared publicly.

Deletion of imagery. If the school decides that other agencies do not need to be involved, then consideration

should be given to deleting nudes and semi-nudes from devices and online services to limit any further sharing. In most cases, students should be asked to delete the imagery and to confirm that they have deleted them. Any decision to search a student's device and delete imagery should be based on the professional judgement of the DSL.

Recording incidents. All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to external agencies and those that have not been reported out to police or children's social care. Copies of imagery should not be taken.

## Appendix 2: Further information on signs of abuse

### Physical Abuse

| Physical signs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Behavioural signs                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument</li> <li>• Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks</li> <li>• Scald marks: immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks, which may suggest hot water has been thrown over a child</li> <li>• Human bite marks</li> <li>• Broken bones</li> </ul> | <ul style="list-style-type: none"> <li>• Behavioural extremes (withdrawal, aggression or depression)</li> <li>• Unbelievable or inconsistent explanations of injuries</li> <li>• Fear of parents being contacted</li> <li>• Flinching when approached or touched</li> <li>• Truancy or running away from home</li> </ul> |

### Emotional Abuse

| Physical Signs                                                                                                                                                                                                        | Behavioural Signs                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Eating disorders, including obesity or anorexia</li> <li>• Speech disorders (stammering)</li> <li>• Nervous disorders (rashes, hives, facial tics, stomach aches)</li> </ul> | <ul style="list-style-type: none"> <li>• Self-harm</li> <li>• Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level</li> <li>• Sudden or unexplained changes in behaviour</li> <li>• Avoidance of undressing or wearing extra layers of clothing</li> <li>• Truancy</li> <li>• Regressive behaviours (bed-wetting or fear of dark)</li> </ul> |

## Sexual abuse

| Physical Signs                                                                                                                                                                                                                                                                                      | Behavioural Signs                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Torn, stained or bloody underclothes</li> <li>Pain or itching in genital area</li> <li>Bruises or bleeding near genital area or anus</li> <li>Sexually transmitted infections</li> <li>Pregnancy</li> <li>Discomfort when walking or sitting down</li> </ul> | <ul style="list-style-type: none"> <li>Self-harm</li> <li>Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level</li> <li>Sudden or unexplained changes in behaviour</li> <li>Avoidance of undressing or wearing extra layers of clothing</li> <li>Truancy</li> <li>Regressive behaviours (bed-wetting or fear of dark)</li> </ul> |

## Neglect

| Physical Signs                                                                                                                                                                                                                                                                                                                                                             | Behavioural Signs                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Height and weight significantly below age level</li> <li>Poor hygiene (lice, body odour etc)</li> <li>Inappropriate clothing for weather conditions</li> <li>Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites)</li> <li>Constant hunger, sometimes stealing food from others</li> </ul> | <ul style="list-style-type: none"> <li>Erratic attendance</li> <li>Chronic hunger or tiredness</li> <li>Having few friends</li> <li>Assuming adult responsibilities</li> </ul> |

## Female genital mutilation

| Physical Signs                                                                                                                                                                                                                    | Behavioural Signs                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Difficulty walking, sitting or standing</li> <li>Bladder or menstrual problems</li> <li>Severe pain and bleeding</li> <li>Infections such as tetanus, HIV and hepatitis B and C</li> </ul> | <ul style="list-style-type: none"> <li>Abroad for a prolonged period</li> <li>Unusual behaviour after a period of absence</li> <li>May talk of a 'special procedure' or 'special occasion to become a woman'</li> <li>Spending longer periods in the bathroom</li> <li>Reluctance to undergo normal medical examinations</li> </ul> |

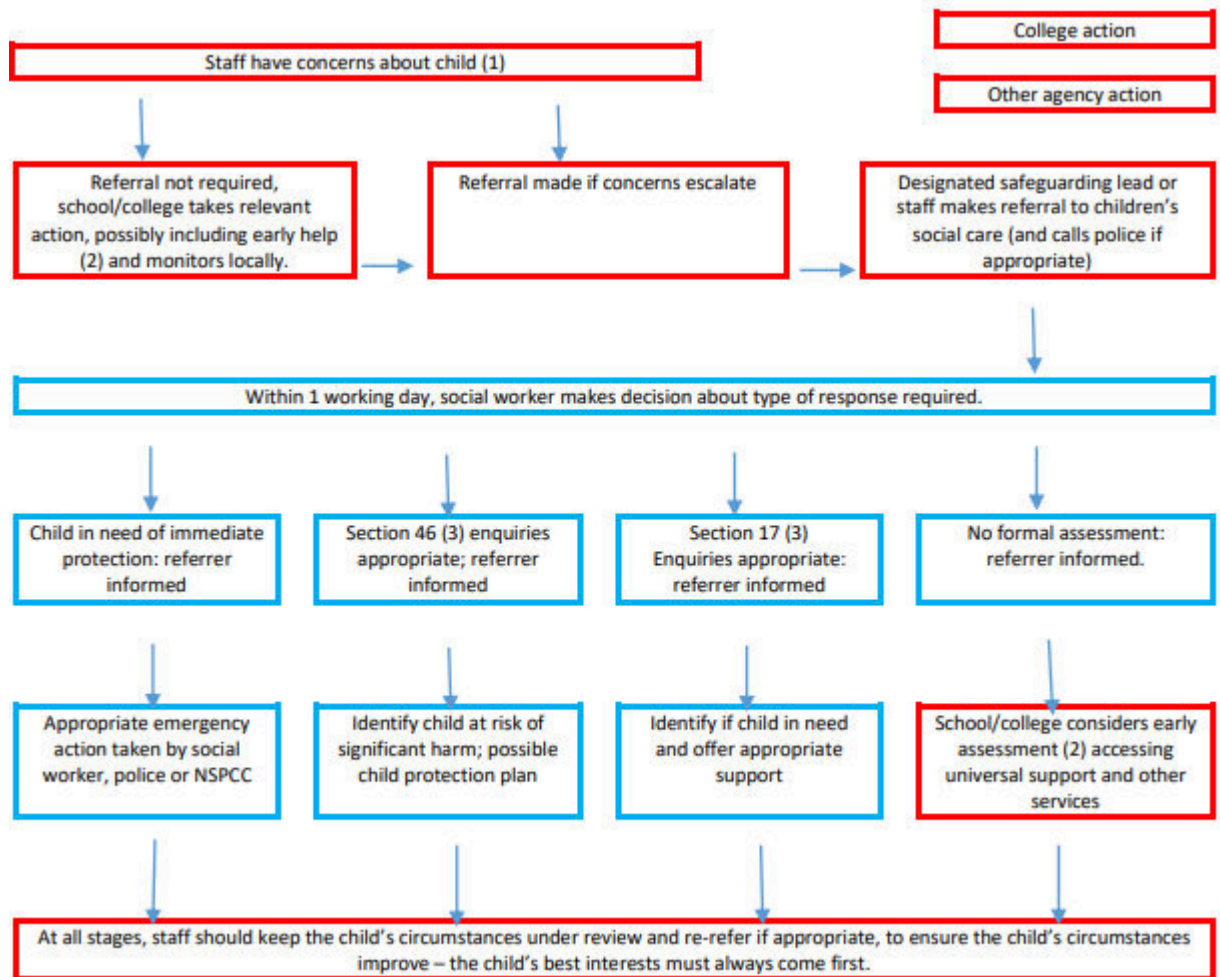
Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education September 2026..

- bullying, including cyberbullying
- children missing education
- child missing from home or care

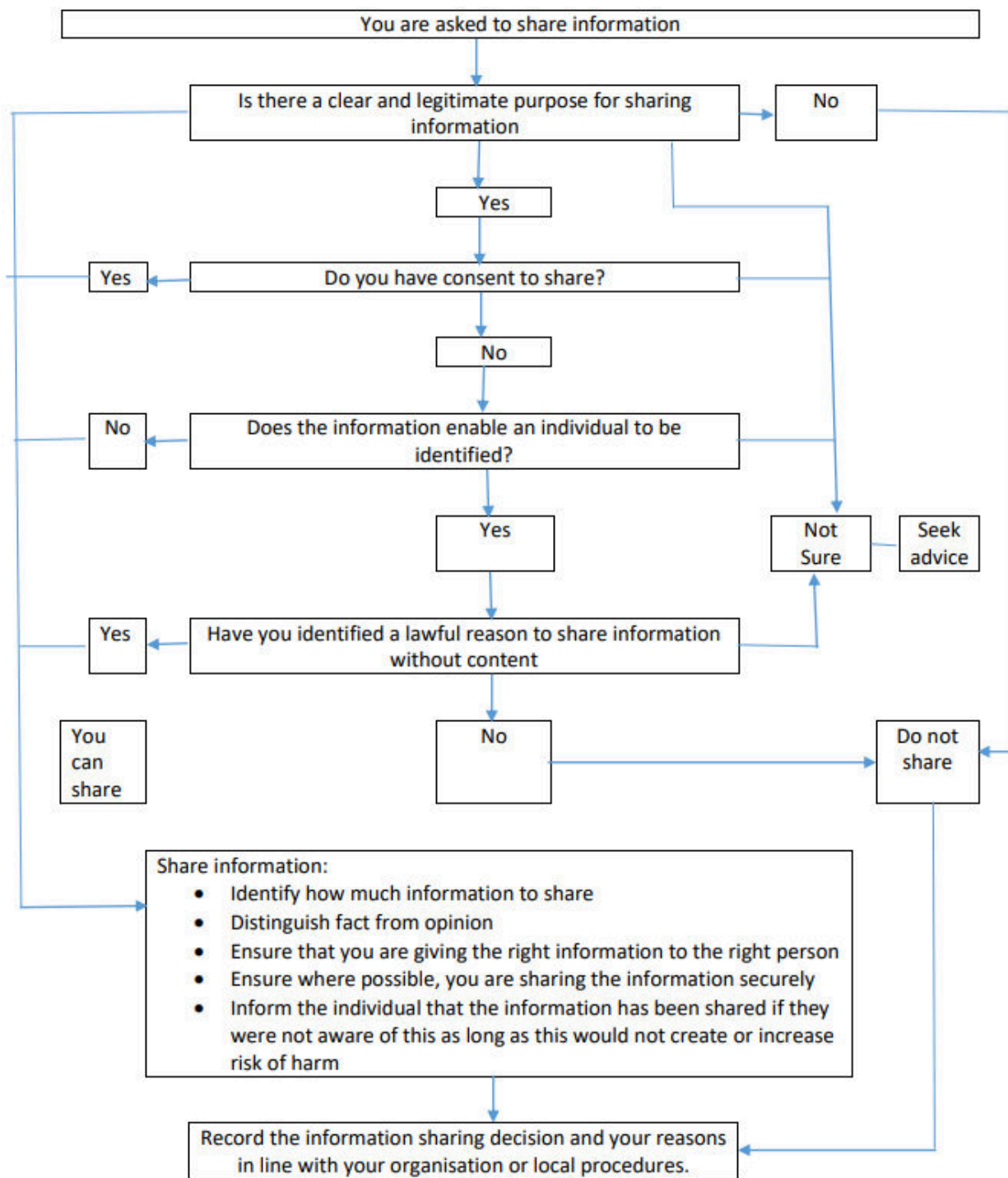
- child sexual exploitation
- domestic violence
- drugs • fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

### Appendix 3: Actions where there are concerns about a child (KCSIE, September 2026)

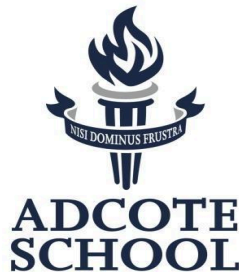
[https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping\\_children\\_safe\\_in\\_education\\_2025.pdf](https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf)



#### Appendix 4: Flowchart of when and how to share information



## **Appendix 5: DSL Job Description**



### **DESIGNATED SAFEGUARDING LEAD JOB DESCRIPTION**

The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school or college leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated.

#### **Deputy designated safeguarding leads**

Adcote School has two deputy designated leads. These deputies are trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

#### **Availability During term time**

The designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, Adcote School will in exceptional circumstances allow availability via phone and or Skype or other such media is acceptable. The designated safeguarding lead must arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

#### **Manage referrals**

The designated safeguarding lead is expected to refer cases

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required.

## **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
- ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

## **Information sharing and managing the child protection file**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should

be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the advisory body or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

## **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers

- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

## **Appendix 6**

### **Thresholds: (Taken from Threshold document - Shropshire safeguarding Partnership)**

#### **Level 1 – Universal**

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

Consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community.

It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

#### **Level 2 – Children in need of Early Help**

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential.

Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family.

The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan.

At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed.

### **Level 3 – Targeted Early Help**

This level applies to those children identified as requiring targeted support and who meet at least 2 of the 6 Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

These children are potentially at risk of developing acute/ complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker.

Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Ensure privacy information is shared with the family and a consent form completed

### **Level 4 – Complex Significant Needs**

These are children whose needs and care at the present time are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care.

An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989.

Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

### **Child in Need**

Section 17 of the Children Act (1989) states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.
- Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services

and/or;

- They are disabled.

## Child Protection

Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2021) [Threshold Document](#)

**Appendix 7**

**Pupil's Chronology**

**Name of pupil:**..... **D.O.B.**.....

Brief summary of events prior to chronology:

| Date | Significant event<br>· Any event that has an impact on child or family | Source of information<br>(eg contact, home visit, from other agency etc.) | Action taken and reasons why |
|------|------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------|
|      |                                                                        |                                                                           |                              |
|      |                                                                        |                                                                           |                              |
|      |                                                                        |                                                                           |                              |
|      |                                                                        |                                                                           |                              |
|      |                                                                        |                                                                           |                              |

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Appendix 8  
Shropshire Multi-Agency Referral Form

MARF

**BEFORE PROCEEDING PLEASE** ensure you have referred to the [Threshold Document](#), if you still remain unsure that a referral is needed you can book a Social Work consultation through First Point of Contact (FPOC).

**You MUST inform those with parental responsibility of your referral and seek consent.**

Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, will need to inform parents / carers that you are making a referral, unless to do so may:

- **Place the child at increased risk of Significant Harm**
- **Place any other person at risk of injury**
- **Obstruct or interfere with any potential Police investigation**
- **Lead to unjustified delay in making enquiries about allegations of significant harm**

The child's interest must be the overriding consideration in making such decision. Decisions should be recorded

If the matter is urgent or you are concerned about an immediate risk or significant harm to a child it is essential that you telephone the First Point of Contact (FPOC) to share your concerns.

|                                  |               |
|----------------------------------|---------------|
| First Point of Contact (FPOC)    | 0345 678 9021 |
| Out of hours Emergency Duty Team | 0345 678 9040 |

**Following a verbal referral** the MARF should be fully completed and password protected and forwarded within 24 hrs to the Compass Team email account: [initialcontact@shropshire.gov.uk](mailto:initialcontact@shropshire.gov.uk)

**Note: Personal or sensitive information should only be sent by secure email or encrypted**

|                                                                                        |
|----------------------------------------------------------------------------------------|
| Have you obtained <b>parental consent</b> to make this referral and share information? |
|----------------------------------------------------------------------------------------|

|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
|--------------------------------------------------------------------------------|--|------------------------------------------------|---------------|-------------------------------------------------------------|--------------------------|------------------------------------------------------------------|--|
| Yes                                                                            |  |                                                |               | No                                                          |                          |                                                                  |  |
| If you haven't obtained <b>parental consent</b> , why not?                     |  |                                                |               |                                                             |                          |                                                                  |  |
| 1. Child / Young Person Details                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| Child's First Name                                                             |  |                                                |               | Child's Surname / Last Name                                 |                          |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| Any alternative name                                                           |  |                                                |               |                                                             |                          |                                                                  |  |
| Date of Birth or Estimated Date of Delivery                                    |  | Gender (M/F)                                   |               | Religion                                                    |                          | Language or preferred method of communication e.g. sign language |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| Name of Parents / Carers: Include all adults involved in the care of the child |  |                                                | Date of Birth |                                                             | Contact Telephone Number |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| Who holds parental responsibility?                                             |  |                                                |               | Does the child have any special needs disability?           |                          |                                                                  |  |
|                                                                                |  |                                                |               | Yes      No                                                 |                          |                                                                  |  |
| Home Address:                                                                  |  |                                                |               | Any other relevant addresses:                               |                          |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| Post Code                                                                      |  |                                                |               | Post Code                                                   |                          |                                                                  |  |
|                                                                                |  |                                                |               |                                                             |                          |                                                                  |  |
| 1. Ethnic Origin                                                               |  |                                                |               |                                                             |                          |                                                                  |  |
| White                                                                          |  | White British                                  |               | White Irish                                                 |                          | Gypsy or Irish Traveller                                         |  |
| Mixed / Multi Ethnic Group                                                     |  | White and Black Caribbean                      |               | White and Black African                                     |                          | White and Asian                                                  |  |
| Asian / Asian British                                                          |  | Indian                                         |               | Pakistani                                                   |                          | Bangladeshi                                                      |  |
| Chinese                                                                        |  | Any other White background, please write below |               | Any other Mixed Multi Ethnic background, please write below |                          | Any other Asian background, please write below                   |  |

|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------|-----------------------------------------|
| 1. Other Significant Family Members / Adults and children e.g. siblings, grandparents and any other people residing in the home                                                                                                                                  |                                |                      |                                         |
| Name                                                                                                                                                                                                                                                             | Relationship                   | Contact Phone Number | Address                                 |
|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
| 1. Contact information: <b>of other agencies involved if known</b> (please add others you think may be relevant)                                                                                                                                                 |                                |                      |                                         |
| Agency                                                                                                                                                                                                                                                           | Name                           | Address              | Telephone                               |
| GP                                                                                                                                                                                                                                                               |                                |                      |                                         |
| Health Visitor                                                                                                                                                                                                                                                   |                                |                      |                                         |
| School                                                                                                                                                                                                                                                           |                                |                      |                                         |
| School Nurse                                                                                                                                                                                                                                                     |                                |                      |                                         |
| Other Agency                                                                                                                                                                                                                                                     |                                |                      |                                         |
| Other Agency                                                                                                                                                                                                                                                     |                                |                      |                                         |
| Other Agency                                                                                                                                                                                                                                                     |                                |                      |                                         |
| Other Agency                                                                                                                                                                                                                                                     |                                |                      |                                         |
| 1. Have you had a consultation with Children's Services about your current concerns? If so what advice were you given?                                                                                                                                           |                                |                      |                                         |
|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
| 1. Have you discussed Early Help with the family prior to making this referral?                                                                                                                                                                                  |                                |                      |                                         |
| Yes                                                                                                                                                                                                                                                              | If yes did the family consent? | No                   | If Early Help wasn't discussed why not? |
|                                                                                                                                                                                                                                                                  |                                |                      |                                         |
| 1. Why are you referring this child to Children's Services today?                                                                                                                                                                                                |                                |                      |                                         |
| What evidence / information are your concerns based on, please identify your specific concerns and comment on what you think the family need from Children's Services. State how long you have known the child and in what capacity, i.e. as teacher, doctor etc |                                |                      |                                         |

|                                                                                                                                                                                                        |                       |                                  |                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|---------------------------------------|
|                                                                                                                                                                                                        |                       |                                  |                                       |
| 1. Which level threshold level do you feel this referral meets                                                                                                                                         |                       |                                  |                                       |
| Level 1 Universal                                                                                                                                                                                      | Level 2<br>Early Help | Level 3 –<br>Targeted Early Help | Level 4 –Complex<br>Significant Needs |
| For guidance please refer to the <a href="#">Threshold Document</a> :                                                                                                                                  |                       |                                  |                                       |
| 1. Is there a perceived risk of violence or other matters that could place those making contact with this family in danger                                                                             |                       |                                  |                                       |
| <div style="display: flex; justify-content: space-between; width: 100%;"> <span>Yes</span> <span>No</span> </div> <p style="margin-top: 10px;">If yes, please specify what the identifies risk is:</p> |                       |                                  |                                       |

If you are making a Child in Need referral, agreement **must** be sought from the parent/carer (and where appropriate the young person). If parental agreement is not obtained it will not be possible to progress a Child in Need referral.

If you are making a referral of a child protection concern and are unsure about whether to advise the parent/carer about the referral, you should consult your agency about this issue. If you remain unsure about whether the parent/carer should be contacted/informed about the referral i.e. due to evidence being compromised, or someone being placed at risk, please consult Children's Services in the first instance.

|                          |  |
|--------------------------|--|
| 1. Referrer details      |  |
| Name and Status          |  |
| Email Address            |  |
| Work Address             |  |
| Contact Telephone Number |  |
| Signature                |  |
| Date                     |  |

The MARF should be fully completed and password protected and forwarded within 24 hrs of a telephone referral to the Compass Team email account: [initialcontact@shropshire.gov.uk](mailto:initialcontact@shropshire.gov.uk)

## Appendix 9 Flowchart of Compass involvement

