Safeguarding and Child Protection Policy

Learning at Stivichall is a passport for life

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Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2026) as;

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, **whether that is within or outside the home, including online;**
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Stivichall Primary School

1.6 Within this policy, we use the term 'victim', although it is recognised that not everyone subjected to abuse would consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of 'perpetrator' in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.

2 Introduction

2.1 We recognise that safeguarding, child protection and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a "shared" responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider what is in the best interests each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate Stivichall Primary School's commitment to keeping children safe;

- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to Stivichall Primary School's safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 Stivichall Primary School is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children's welfare.
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of *Stivichall Primary School,* in line with Keeping Children Safe in Education are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children's mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQA+, Gender questioning, etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in Stivichall Primary School understands the safeguarding procedures;
- regularly review policies and procedures to ensure that children are protected to the best of our ability;

- ensure that all staff understand the importance of early identification and intervention and can recognise children and families who may benefit from Early Help/Family Help and additional support services; and to
- promote a child-centred approach in which the welfare and best interests of the child are paramount in all safeguarding decisions.

2.5 This policy adheres to the following documents;

- Keeping Children Safe in Education (2026)
- Working together to Safeguard Children (latest version)
- Children's and wellbeing and schools bill (2026)

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex B of Keeping Children Safe in Education (September 2026).

2.8 This policy should be read in conjunction with the following policies;

- Behaviour and Discipline policy
- Attendance Policy
- Online Safety Policy
- Complaints Policy
- Whistleblowing Policy
- First Aid and Medical Support Plan
- RSE Policy

Links to these and other policies can be found in Appendix B.

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Stivichall Primary School. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education. Stivichall Primary School will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body

3.1.1 Governing bodies have a strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Pauline Parkes and Charlotte Tull. Part 2 of Keeping Children Safe in Education sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for Stivichall Primary School's safeguarding approaches;
- Aware of the obligations under the Human Rights Act 1998 , the Equality Act 2010 and the Public Sector Equality Duty;
- Ensure that they comply with their duties under legislation;
- Ensure that a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, Integrated Care Boards (ICBs) for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure the school have an effective child protection policy, that it is published on the school website and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors receive safeguarding and child protection training at induction, receive regular updates, and are required to read and understand Part One of Keeping Children Safe in Education 2026;
- Ensure that school leaders, staff and governors understand local Family Help arrangements, safeguarding thresholds and referral pathways, and that children and families receive the right help at the right time;
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are clear systems for identifying, assessing and responding to children whose mental health may be affecting their behaviour, attendance, wellbeing or safeguarding needs;
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- Ensure safeguarding arrangements are child-centred and that the wishes, feelings, lived experiences and best interests of children are considered when decisions are made;
- Put in place and follow appropriate safeguarding responses for children who are absent from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;

- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the headteacher whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2 The Role of the Headteacher

3.2.1 The headteacher will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety (DSL will still retain ultimate responsibility for this);
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and

- Ensure that children's services (from the host local authority or placing authority) have access to Stivichall Primary School to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education.

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (DSL) for Stivichall Primary School is the headteacher. Our Deputy Designated Safeguard Lead (DDSL) in the DSL's absence are any of the deputy designated safeguarding leads.

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including online safety and filters and monitoring and processes in place);
- Liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children;
- Always be available during term time school hours for staff in Stivichall Primary School to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from Early help and Family help;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's Children and Family's initial response service where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Ensure all staff have read and understood Part One of Keeping Children Safe in Education 2026;
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves Stivichall Primary School;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/ or carers in safeguarding and promoting the welfare of children;

- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of Stivichall Primary School community acts in the best interests of the child;
- Ensuring Stivichall Primary School knows who its cohort of children have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in Stivichall Primary School; and
- Liaise with the headteacher regarding safeguarding cases and issues;
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health;
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2026).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in Stivichall Primary School;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indictors of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in Stivichall Primary School that support safeguarding and child protection;

- Will be provided with a copy of Part One of Keeping Children Safe in Education 2026 and will receive annual updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- Should be equipped to identify children who may benefit from targeted early help (as per section 10 and 11 of the Children's Act 2004) and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Services (through the Children and families initial response service), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the Children and Families Initial response service if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

3.5 Multi-Agency Working

3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children and local safeguarding arrangements.

3.5.2 The school will work with Children's Services, the police, health services, local Family Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm.

3.5.3 We work closely with our Family Hubs to ensure children receive appropriate, co-ordinated Family Help Assessments. Aspire Family Hub, Gosford Park Primary School, 024 76 978100

3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types of abuse, Neglect and Exploitation

4.1 As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school as well as online, including the multi-faceted occurrence of factors causing harm. In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education)

Type of abuse	**Information**
Abuse	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. 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 another child or children.
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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 penetration with an object) 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 in education and all staff should be aware of this and of Stivichall Primary School policy and procedures for dealing with this.
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.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to Children's Services (through the Children and family's initial response service) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available or appropriate cover arrangements in place, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice

directly from Children's Services and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 Stivichall Primary School recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- 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 care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;
- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.

4.7 Stivichall Primary School recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if Stivichall Primary School believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based or discriminatory;
- child criminal exploitation and sexual exploitation (including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;

- mental health;
- neglect;
- child on child abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- harmful sexual behaviour;
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Stivichall Primary School will also act to protect;

- Children missing education;
- Children missing from home or care.

4.8.1 There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes. We work with other agencies in line with Keeping Children Safe in Education to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need or have a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 Stivichall Primary School recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children absent from Education

4.10.1 Stivichall Primary School understands that children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.

4.10.2 Stivichall Primary School will report information to the Local Authority when problems are first emerging and if there is a need for the removal of a child from roll.

4.11 Elective Home Education

4.11.1 Stivichall Primary School recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at heart however elective home education can mean that some children are not in receipt of suitable education.

4.11.2 Since 2016, Stivichall Primary School has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside Stivichall Primary School to coordinate a meeting with parents where possible ideally before a final decision is made.

4.12 Children requiring Mental Health support

4.12.1 Stivichall Primary School recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

4.12.3 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

4.12.4 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

- Talking about wanting to die, feeling hopeless or having no reason to live.
- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.

- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures.

If staff are concerned that a child is suffering a mental health problem, they must make a referral to the Inclusion Lead and Learning Mentor/ Mental Health First Aider (also a DSL). These will be assessed and where necessary escalated. Where appropriate, consent will be sought from parents to provide support in school via trained counsellors. Alternatively, a school referral to CAHMS or Children and Family's initial response service may be appropriate.

4.12.5 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

4.12.6 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL, learning mentor and wellbeing or mental health lead will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

4.12.7 The responsibilities of the Mental Health First Aider include acting as a first point of contact for staff, pupils and families who have concerns about emotional wellbeing; listening to and supporting children and staff who may be experiencing emotional or mental health difficulties; recognising early signs that a child may be struggling with their mental health or emotional wellbeing; signposting families and staff to appropriate support, resources and external services where needed; working alongside the school's DSL, SENCO, pastoral team and other relevant staff; promoting positive mental health and emotional wellbeing across the school and helping to raise awareness; supporting staff to understand how they can promote children's emotional wellbeing in the classroom; keeping up to date with relevant mental health and wellbeing training and supporting the development and review of the school's mental health and wellbeing provision. Their role is not to diagnose mental health conditions but to provide support, signpost services and contribute to the school's early help and safeguarding processes.

4.12.8 Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026 and in local Coventry Safeguarding Children Partnership resources.

4.13 Children who are Lesbian, Gay, Bi (LGBTQA+) or may be gender questioning children

4.13.1 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.

4.13.2 In line with updated Keeping Children Safe In Education guidance, it is important to consider the Cass review, which highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

4.13.3 It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

4.13.4 As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

4.13.5 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.

4.13.6 Requests relating to social transition should be considered carefully and, on a case-by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

4.13.7 Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

4.13.8 Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

4.13.9 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers

4.14.1 Stivichall Primary School recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing.

4.14.2 Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

4.15 **Children with Special Educational Needs and Disabilities (SEND) and Medical Needs**

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

- communication difficulties that affect a child's ability to report concerns or seek help;
- increased vulnerability to bullying, peer isolation and exploitation;
- greater dependence on adults for care and support;
- the need for intimate or personal care;
- difficulties understanding relationships, consent, appropriate behaviour or online risks.

4.15.1 Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services, where possible, there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.

5.3 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures/ allegations of abuse that children have shared.

5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.

5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;

- Managing support for the child internally within school;
- Seek advice from the social worker advice line in the Children and Family initial response service;

- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the Children and Family initial response service for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the Children and Family initial response service. However, if Stivichall Primary School is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.

5.6 For further information about the Coventry Safeguarding Children Partnership's "Effective support for Children and Families in Coventry" guidance, which is used by Stivichall Primary School to make decisions about protecting children, please visit effective-support-for-children-families.

5.7 See page 28 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2026).

5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

If you believe a child is at risk of FGM, a referral to the MASH is also required.

5.9 Stivichall Primary School have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on the Stivichall Primary School's Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 Stivichall Primary School understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated imagery such as deepfakes, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse (Behaviour Policy).

5.12.2 All members of staff will be made aware of the school's policy and procedures with regards to child-on-child abuse. Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse. Stivichall Primary School will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by sharing definitions and reminding staff through regular INSET and training. Appendix E shows the Brook Traffic Light Tool for identifying levels of appropriate sexual behaviours.

5.12.3 Stivichall Primary School will seek to prevent child-on-child abuse through ensuring the Relationship and Sex Education provision in school is robust and through effective implementation of Protective Behaviours across all year groups.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, Stivichall Primary School will investigate this by asking staff to report allegations to a DSL. This will be investigated through interviews with pupils and staff to determine the events with follow up actions including appropriate sanctions. The parents of the pupils involved will be informed and the school will decide if a Children and Family initial response service referral is needed based on findings. All incidents will be recorded on CPOMs.

5.12.5 The school recognises that child-on-child abuse may indicate the alleged perpetrator requires support, intervention or safeguarding assessment. If an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by being given the opportunity to talk and be listened to. Staff trained in Protective Behaviours will support children to understand what has happened and modify behaviour. Signposting parents to online resources such as the NSPCC Pants project can reinforce understanding. Referral to the Children and Family initial response service will be considered.

5.12.6 Stivichall Primary School will never pass off child-on-child abuse as 'banter', 'having a laugh', 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 Stivichall Primary School will adhere to guidance set out in Keeping Children Safe in Education when responding to incidents of child-on-child abuse. Children will be provided with clear, accessible and promoted routes to report concerns and abuse.

5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.12.9 Stivichall Primary School recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. In line with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk.

5.13 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

5.13.1 Both CSE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CSE and CCE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced, staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 Sharing of consensual or non-consensual nude and semi-nude images or videos, including self-generated intimate images and/or videos and AI-generated imagery, refers to the creation, possession and sharing of such images or videos between children.

This includes;

- A person under the age of 18 creating and sharing self- generated intimate images and/or videos of themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 Stivichall Primary School has a responsibility to educate children in the risks relating to 'sharing of consensual or non-consensual nude images or videos' and how to keep themselves safe online (see our Online Safety Policy).

5.14.3 Any incidents or suspected incidents of 'sharing of consensual or non-consensual nude images or videos including those generated using AI' should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the Children's and Family initial response service in regards to all parties involved (also the police if urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (Current July 2022);
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence

5.14.5 Any incidents of 'sharing of consensual or non-consensual nude and semi-nude images or videos including those generated using AI' involving the following will result in a Request for support referral and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.

5.14.7 We will work with parents as necessary if their child is involved in sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner. Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn. Stivichall Primary school receive Operation Encompass notifications for any incidents of Domestic Violence/abuse which children may have been exposed to. At Stivichall Primary School, the DSLs have access to these notifications. Information is received in strict confidence but enables key adults to offer early support to the children following an incident. School will seek further advice from social care and other services such as CAMHS counselling services if necessary.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in Stivichall Primary School.

5.16.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (July 2022).

5.16.3 Please see searching, screening and confiscation policy procedures in the school Behaviour and Discipline Policy for further information.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. Filtering and monitoring arrangements will be reviewed at least annually and records of these reviews maintained. The breadth of issues can be categorised currently into four areas of risk as taken from Keeping Children Safe In Education:

- Content – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.)
- Contact – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- Conduct – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)

- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understand that the above can take place on a student's phone or smart device (including smart watches, **smart glasses and 'air tags'**) whilst at school/college or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology. Stivichall Primary School has an acceptable use policy in place which children, parents and staff sign. The school has Social media guidance and an Online safety policy to highlight safety measures. Each year group follows an online safety unit scheme of work as well as interweaving this and the messages within their curriculum. Messages are reiterated as and when needed including online safety week.

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. Stivichall Primary School use the Impero system to filter and monitor students' and staff use of technology. This is a robust system that alerts the IT managers, the headteacher (DSL) and the deputy headteacher (DDSL) of any inappropriate use of technology. An alert is immediately sent to staff with a screen capture, username, time and reason for the alert. These are followed up by the staff who receive the alert, addressed with the user and, where appropriate, logged on to CPOMs and parents informed.

5.18 Serious violence

5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

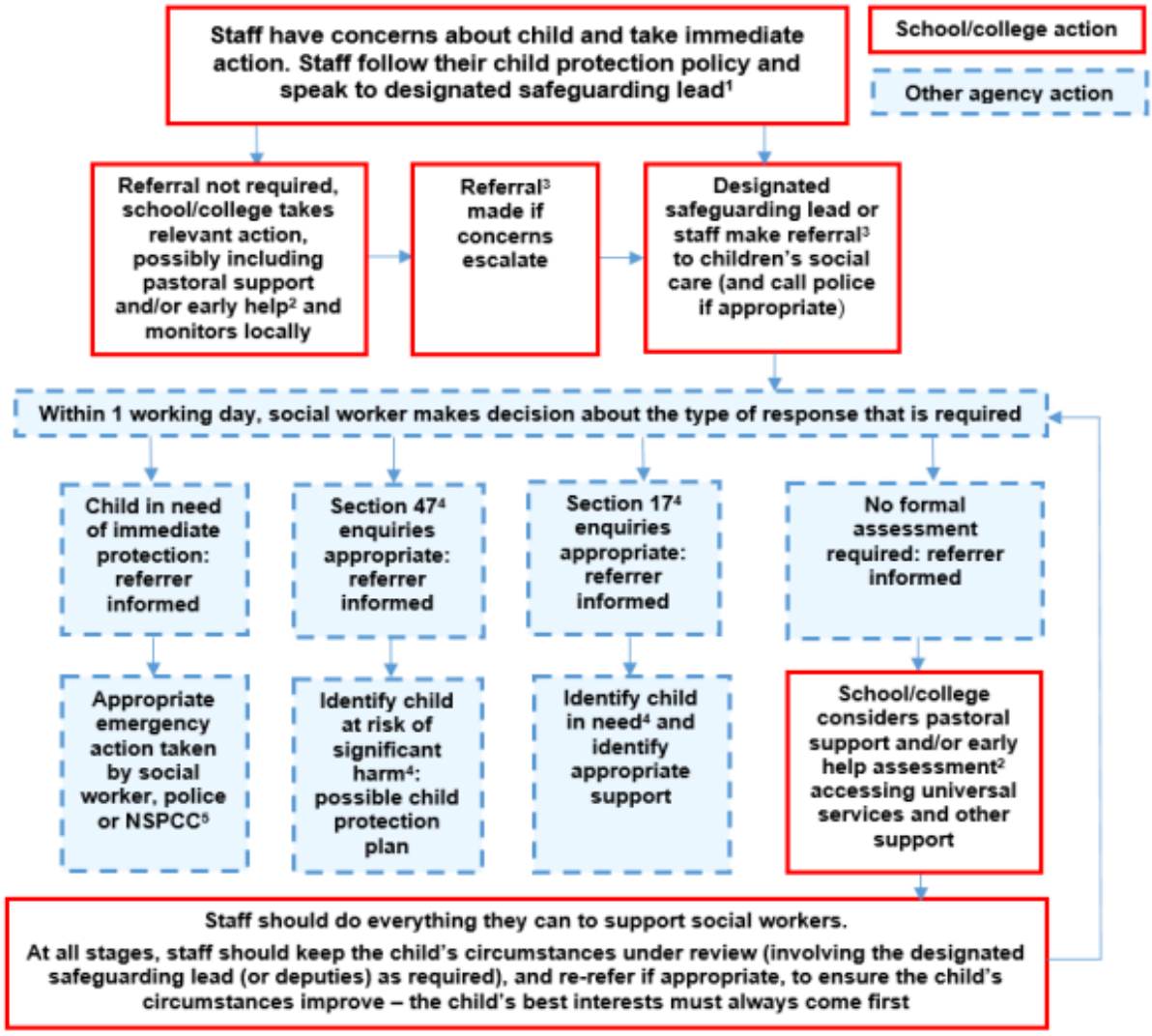
5.19 Referral pathways

5.19.1 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.19.2 Stivichall Primary School recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

DRAFT – NOT CURRENT DfE POLICY

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

5.19.3 To raise concerns about children, members of staff should contact the Coventry's children's and family initial response service by telephone to discuss the referral. They should then complete the online "Request for support form" and submit this. The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.

The Children and Family Initial Response Service Telephone number: 02476 788 555

Children and family initial response service: Children's Responsive Services

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to the Children and Family Initial Response (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.19.4 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the **Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy** to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decisions made will be recorded in writing and kept confidential and stored securely. Records will be clear, comprehensive, actioned and outcome noted.

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 Stivichall Primary School keeps all safeguarding files electronically, using a system called Child Protection Online Management System (CPOMS).

6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner (within 5 days for in-year transfers). A confirmation of receipt should be obtained from the receiving school, once received by the new school, this school will not retain the information.

6.6 The school will seek to hold at least two emergency contacts for every child.

6.7 All personal information processed by Stivichall Primary School will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.

Stivichall Primary School recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children. Please see the following policies for additional information; Data Protection Policy *Data protection and privacy notice*

6.8 Further information regarding information sharing and data protection in relation to safeguarding can be found within Keeping Children Safe in Education and

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins Stivichall Primary School via the schools 'Using images of children consent form'. This will be valid for 5 years from the date signed or for the period of time your child attends the school. Consent will automatically expire when children leave the school.

7.2 Parents can withdraw consent at any time and must notify Stivichall Primary School if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation (Online safety policy *Data protection and privacy notice*).

8 Early Help Assessment

8.1 Stivichall Primary School is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. Stivichall Primary School is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Aspire Family Hub, Gosford Park School, Humber Road, Coventry

8.2 Any child may benefit from Family Help, but as guided by KCSIE (2025) all school and college staff will be particularly alert to the potential need for Family Help for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether or not they have a statutory Education, Health and Care plan)

• has a mental health need

• is a young carer

• is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care

• has experienced multiple suspensions, is at risk of being permanently excluded from schools, 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

8.3 Stivichall Primary School works within the Coventry Safeguarding Children Partnership's effective-support-for-children-and-young-people framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, Stivichall Primary School has committed to training staff throughout the academic year. All staff members will be made aware of Stivichall Primary School's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of Keeping Children Safe in Education 2026
- School procedures for Children Absent from Education
- The school Behaviour Policy

9.2 Staff at Stivichall Primary School will;

- Attend annual safeguarding training;
- Receive safeguarding updates weekly through staff meetings;
- Receive mental health training and updates throughout the year;
- Receive induction training including safeguarding on joining the school;
- Receive training on medical needs from the NHS annually;
- Receive Team Teach training regularly;
- Receive electronic updates and reminders as needed;
- DSLs will attend local authority training relevant to their role;
- DSLs will attend local briefings termly and update the wider staff as needed;
- Governors will attend safeguarding training accessed through governor hub and will have access to school training resources;
- Regular online safety updates are provided as and when required;
- Local police alerts shared with staff when required;
- Lunchtime staff will attend an annual safeguarding training led by a DSL;
- Volunteers and trainee teachers will receive induction training including safeguarding on joining the school.

9.3 Stivichall Primary School recognises that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and 'the sharing of consensual or non-consensual nude

images or videos.' Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

9.4 - All staff are 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 being 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. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

10.1 Stivichall Primary School is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required);
- Online search on shortlisted candidates as part of its due diligence checks; and
- A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010.

10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. Stivichall Primary School reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children and may ask candidates to be registered on the DBS update service.

10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every 2 years.

10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times and a risk assessment completed.

10.7 All safer recruitment practices at Stivichall Primary School comply with Keeping Children Safe in Education. See Part 3 of Keeping Children Safe in Education for further information (*see Safer Recruitment policy for further details)*.

11 Allegations of abuse against staff

11.1 Stivichall Primary School takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2025) and the CSCP Guidance, **'Allegations Against Staff and Volunteers'.**

11.2 Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
- Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.

11.3 If a concern or allegation of abuse arises against the Headteacher, or should there be a conflict of interest to the Headteacher, it must be immediately reported to the Chair of Governors

11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other that the Headteacher, it must be reported to the Headteacher without delay.

11.5 Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.6 The Headteacher or Chair of Governors should consider if the concern or allegation meets the harms threshold as outlined in Working Together to Safeguard Children (2023) guidance indicating that a person in a Position of Trust 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 they may pose a risk of harm to children

• behaved or may have behaved in a way that indicates they may not be suitable to work with children

11. 7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:

https://myaccount.coventry.gov.uk/service/Allegations_against_people_who_work_in_positions_of_trust_with_children_referral

The Headteacher or Chair of Governors can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.

11.8 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

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

The details of the LADO can be found of the front of this policy.

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with Keeping Children Safe in Education 2026, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.10 If a child has suffered or may have suffered abuse or harm, a request for support form referral will also be made.

11.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to Stivichall Primary School in managing the allegation.

11.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.13 Supply Teachers and all contracted staff

11.13.1 Although Stivichall Primary School does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.13.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

11.13.3 Governing bodies/proprietors will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.13.4 Stivichall Primary School will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. Stivichall Primary School will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

11.14 Governors

11.12.1 If an allegation or concern is about a Governor, Stivichall Primary School will follow local procedures.

11.15 Volunteers

11.15.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

11.16 Whistleblowing

11.16.1 Stivichall Primary School operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or Stivichall Primary School's safeguarding processes to the senior leadership team.

11.16.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.

11.16.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

11.17 **Complaints Procedure**

11.17.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the headteacher, other members of the senior leadership team and governors (Complaints procedure).

11.17.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. (Also refer to Low level concerns)

11.17.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 Stivichall Primary School recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Stivichall Primary School have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the Stivichall Primary School's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) and We All Belong curriculum.

12.4 Children at Stivichall Primary School will receive the following as part of our promotion of safeguarding across the curriculum:

Relationships and Sex Education following the school's curriculum and policy. Parents will be given the opportunity to attend a parent's session on this annually and resources will be made available.

Protective Behaviours including two units of work across each academic year with assemblies and displays serving as reminders of key messages.

PSHE curriculum including We all belong and Philosophy for Children that develops thinking and promotes pupils having a voice and being heard.

12.5 Education at home and remote education

Children who are not attending school but are well enough to access learning can access this via the Seesaw. All children have received online safety guidance during assemblies and class sessions. This has been followed key information on our school website including processes for children to report any concerns. Stivichall Primary School continues to operate under this policy and Keeping Children Safe In Education and Working Together to Safeguard Children when children are learning at home or school.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. Stivichall Primary School recognises that children looked after may have additional vulnerabilities by virtue of this. The Designated Lead for Looked-After and Previously Looked-After Children is the Inclusion Lead, Leah Franckeiss (currently Amy Sexton maternity cover).

13.2 Staff will receive training on how to best safeguard children who are Looked-After and who have been Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 Stivichall Primary School is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in Keeping Children Safe in Education, Stivichall Primary School is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers; and
- being unable to understand the difference between fact and fiction in online content.

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force and other restrictive interventions

15.1 Stivichall Primary School will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.

15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a legitimate aim. Staff will not use any more force than is necessary in the circumstances.

15.3 The school adopts Team Teach principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.

15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.

15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.

15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, unless there are safeguarding reasons not to do so.

15.7 Further information can be found in the school Behaviour Policy, Physical Intervention/Positive Handling Policy and the DfE guidance *Use of Reasonable Force and Other Restrictive Interventions in Schools (2026)*.

Stivichall Primary School staff are regularly trained by a registered Team Teach provider to follow the approach which, through the promotion of de-escalation strategies and the reduction of risk and restraint, supports teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. Staff follow the firm guidance and the suggested escalation strategies to respond to behaviours. We follow the Team teach model that staff will exhaust all behaviour de-escalation strategies before physically intervening. Physical interventions are seen as a 'last resort option' to safeguard a child.

All physical interventions using Team Teach methods will be recorded in the Team Teach bound book log which is kept in the school office. All incidents should be reported to a member of the senior leadership team and signed off. A record will also be logged on CPOMs.

Through monitoring of the bound book and CPOMs, staff will create positive handling plans for any children for whom Team teach physical interventions or de-escalation strategies are being used regularly. See the school behaviour policy for more details.

16 Work Experience/ Alternative provision

16.1 Stivichall Primary School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

16.2 The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

17 Use of school or college premises for non-school/college activities

17.1 Stivichall Primary School may hire or rent out school facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters where appropriate. This applies whether the children in attendance are on the school's roll or not. The governing body/proprietor will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.

18 Summary

18.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

18.2 This policy is a dynamic document and will be updated regularly as further government and local guidance is published.

Appendix A

Process for reporting safeguarding and child protection concerns including for those children who are not attending school

Designated Safeguarding Lead: Mrs K Ferguson headteacher@stivichall.coventry.sch.uk

Deputy Safeguarding Leads: Mrs J Lee j.lee@stivichall.coventry.sch.uk

Mrs C Wiggins c.wiggins@stivichall.coventry.sch.uk

Mrs A Perkins a.perkins@stivichall.coventry.sch.uk

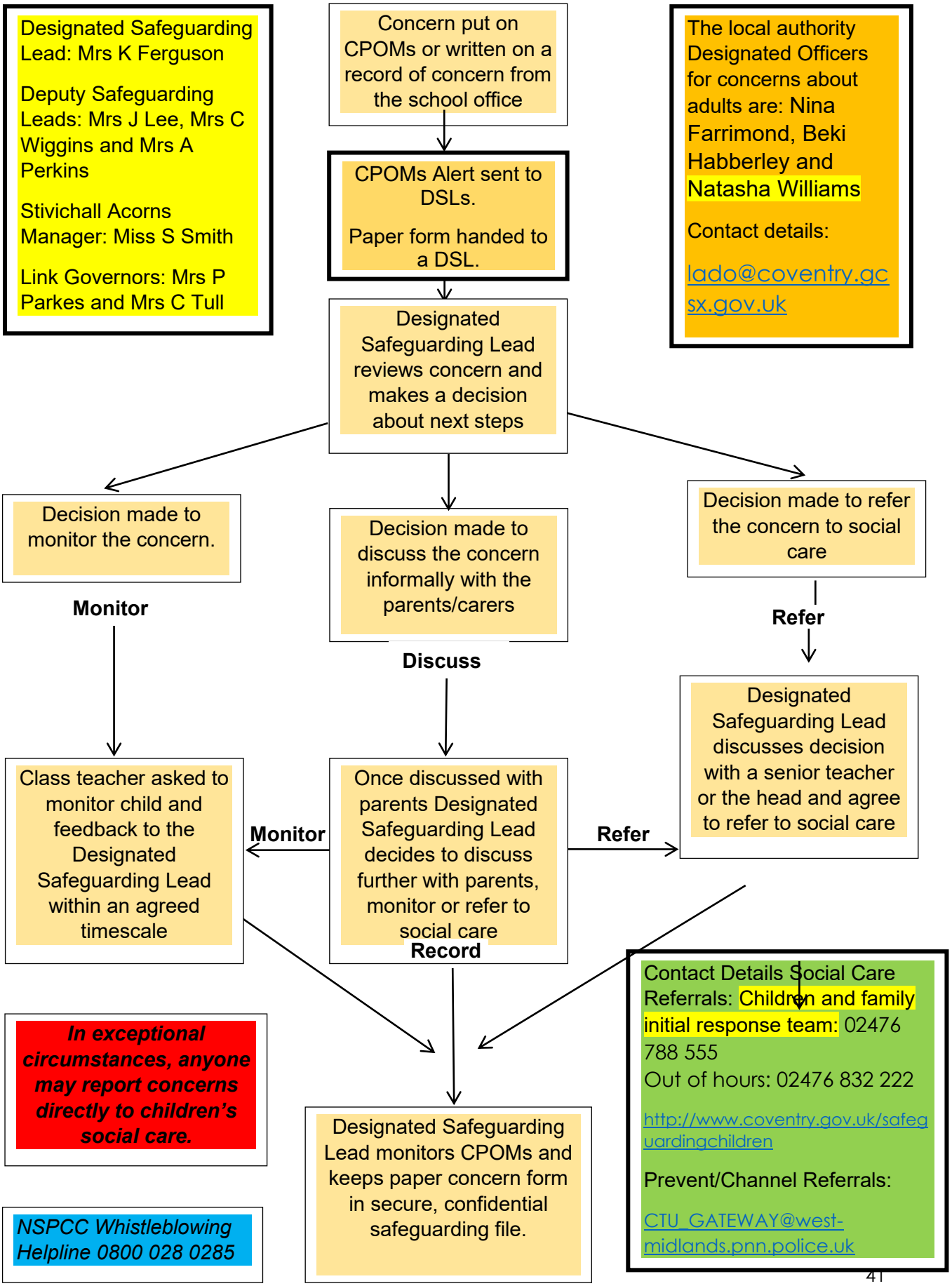
Link Governors: Mrs P Parkes school@stivichall.coventry.sch.uk

Mrs C Tull school@stivichall.coventry.sch.uk

CONTACT NUMBER FOR ALL DSLs: 02476 419555 This number has a messaging service that is listened to each day.

APPENDIX A

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix B

Stivichall Primary School's safeguarding policy is intended to be used in conjunction with the following policies;

Stivichall Primary School adheres to **Coventry Safeguarding Children Partnership Policies**, which can be found here:

https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2495/coventry_safeguarding_children_partnership_policies_and_procedures

Local Authority Policies:

- Allegations Against Staff or Volunteers **(CSCP)**
- Allegations Against Members of Staff
- Managing Professional Disagreements (**CSCP**)

Policies available on the school website:

- Accessibility Plan
- Attendance and exceptional leave policy
- Behaviour and discipline Policy
- Complaints Policy
- Data Protection Policy and Privacy Notice
- Equalities Policy and objectives
- Mental Health and Wellbeing Policy
- Online Safety Policy
- RSE Policy
- SEND Policy
- School media guidance
- Supporting children with medical needs
- Volunteer policy
- Whistleblowing Procedures policy

Policies available upon request from the school:

- Critical Incident Plan
- Emergency Procedures During an Offsite Activity
- Fire & Emergency Evacuation Plan (including whole site evacuation)
- First Aid Policy
- Governance code of conduct Policy
- Health & Safety Policy
- Intimate Care Policy
- Learning outside the classroom policy
- Lockdown Procedure
- Lone Working Risk Assessment
- Premises Management Policy
- Safer Recruitment Policy
- Staff Code of Conduct

Appendix C – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education (2026), Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

Stivichall Primary School takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum within PSHE, protective behaviours, Safer Internet Day and online safety lessons. Please see our behaviour policy for further information with regards to anti-bullying.

Child criminal exploitation (including involvement in county lines)

At Stivichall Primary school, staff are made aware of this type of abuse and monitor children's attendance to identify any children who may be at risk of or may be being harmed by criminal exploitation. Staff are aware of the key indicators of CCE (including involvement in county lines), as detailed in Keeping Children Safe in Education 2026, Annex A, and monitor children's behaviour and emotions logging and querying anything that they are unsure of on CPOMS and bringing it to the attention of DSLs.

Children are taught about keeping safe as part of our Protective Behaviours curriculum and the identification of early warning signs, should something not feel right. They are asked to identify a network of people that they could talk to if they feel unsafe or they are worried about someone else.

Domestic abuse

Stivichall Primary school receive Operation Encompass notifications for any incidents of Domestic Violence/abuse which children may have been exposed to. At Stivichall Primary School, the four DSLs have access to these notifications. Information is received in strict confidence but enables key adults to offer early support to the children following an incident. School will seek further advice from social care and other services such as CAMHS counselling services if necessary.

Again, staff are expected to report any concerns that they have about children to DSLs and log these on CPOMs.

Fabricated or induced illness

Staff at Stivichall Primary School are alert to potential indicators of illness being fabricated or induced in a child and are alert to the risk of harm which individual abusers, or potential abusers, may pose to children in whom illness is being fabricated or induced. Staff will be made aware of the possibilities of fabricated or induced illness during safeguarding training. Staff are expected to report any concerns to a DSL and to log their concerns on CPOMs. This will ensure evidence is gathered over time to create a wider picture and reports can be shared with other professionals if necessary.

Faith-based abuse

Child abuse linked to faith or belief is not confined to any one faith, religion, culture, nationality or ethnic group. Concerns arise when beliefs lead to the abuse or neglect of a child.

Faith-based child abuse includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

National action plan to tackle child abuse linked to faith or belief, DFE 2012

At Stivichall Primary school staff are aware of the above and will share any concerns about a child or family to a DSL and will record these concerns on CPOMs. Any significant concerns will be reported trough to Children and families initial response service.

Female genital mutilation (A form of so-called 'honour-based' abuse)

At Stivichall primary School all staff will receive training on FGM and teachers are made aware of their legal duty to personally report cases to the police. All concerns will also be recorded on CPOMs and discussed with a DSL.

Staff are aware that children being absent/ missing from education can be a vital warning sign of a range of safeguarding possibilities; attendance is monitored closely by staff and the school office staff regularly liaise with the school attendance team.

Forced marriage (A form of so-called 'honour-based abuse)

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Force can include physical, psychological, financial, sexual and emotional pressure. In the cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Section 121 of the Anti-social Behaviour, Crime and Policing Act 2014 sets out the offence of forced marriage. It states that a person commits an offence under the law in England and Wales if he or she "uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent. It also states that forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part. Finally, and since 27 February 2023, it also states that it is an offence to carry out any conduct for the purpose of causing a child to enter into a marriage before the child's eighteenth birthday (whether or not the conduct amounts to violence, threats, any other form of coercion or deception). If the person is found guilty on indictment, the maximum penalty is seven years' imprisonment. The Act also makes it an offence to lure someone overseas for the purpose of forced marriage.

The right to choose: Multi-agency statutory guidance for dealing with forced marriage, DFE 2014

Staff are made aware of this form of abuse through training and monitor any changes to children's behaviours and attendance. Should any member of staff have any concerns about possible forced marriage arrangements additional advice can be sought from the Forced Marriage Unit Contact: 020 7008 0151 or email fmu@fco.gov.uk. All concerns will be reported to a DSL and recorded on CPOMs.

Gangs or youth violence

Evidence shows that early-stage intervention is an effective strategy for preventing children becoming involved in violence, crime or antisocial behaviour later in life. Primary schools, working with local partners, can play an important role in understanding and spotting the warning signs amongst younger children. Providing the right support whilst a child is still in primary school can protect those vulnerable to exploitation by older gang members and those who are at risk of being drawn further into violent or negative behaviour over time.

Preventing youth violence and gang involvement, Home office, 2013

At Stivichall Primary School, staff are aware that children in primary schools can become involved in violence, crime and antisocial behaviour. All concerns about behaviour in school and that reported from outside of school is recorded on CPOMs to help create a wider picture of the child. DSLs will seek additional advice from the local authority or Children and families initial response service they have any specific concerns and to seek advice on appropriate early stage interventions.

Stivichall Primary school DSLs have regular updates from the police panel which includes any indicators to look out for linked to local gangs. These are shared to staff as necessary.

Gender-based violence

At Stivichall Primary school, staff are aware of gender-based violence. This is defined as violence which is targeted towards an individual or group on the basis of their gender. Staff will record all concerns on CPOMs and inform a DSL. All staff will follow the school behaviour policy with regards to any form of violence.

Hate

Staff are aware their role as part of the Prevent Duty in that they must have "due regard" to the need to prevent people from being drawn into terrorism. Staff have been made aware of the Educate Against Hate website launched by the Her Majesty's Government to support and equip school them with tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. They know that they can refer to the website to access training resources such as Prevent e-learning via the Prevent Training catalogue.

Homelessness

Staff at Stivichall Primary School will share any concerns with regards to a child's home life to a DSL. If there are concerns of being homeless or at risk of becoming homeless, a DSL will contact the local housing authority. If a member of staff has a concern that a child's safety or wellbeing is at risk, during this process a referral will be made to the Children and families initial response service team. All concerns will be recorded on CPOMS.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

So-called 'honour-based' abuse (HBA) encompasses incidents or 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Keeping Children Safe in Education 2026, Annex A.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols

for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see relevant section).

Radicalisation and Extremism

Keeping Children Safe in Education 2026, Annex A.

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

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Prevent/Channel Referrals: Refer to Children and families initial response service (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

Stivichall Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Stivichall Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Relationship abuse

Relationship abuse can be physical, emotional, verbal or sexual. It can affect the perpetrator, victim and witnesses such as children or siblings. Staff in school will raise any concerns about possible relationship abuse to a DSL in they feel a person or child is at risk of harm. Referrals may be made to Children and families initial response service for early interventions. All concerns will be recorded on CPOMS.

Children at Stivichall Primary School will learn about healthy relationships through the schools PSHE and RSE curriculum.

Serious Violence or sexual harassment (including child-on-child abuse)

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or 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. All staff should be aware of the associated risks and understand the measure in place to manage these.

At Stivichall Primary school, staff monitor the wellbeing and progress of all children. If staff are concerned about a change in a child's demeanour, friendships, ongoing or frequent absences or unexplained gifts or possessions this would be recorded on CPOMs and to a DSL so that patterns of behaviours and absences can be monitored.

DSLs would seek advice from the home office publications: Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults County Lines if they had any concerns and report these as appropriate.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence 34 and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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.

At Stivichall Primary school, if staff have a concern about a child or a child makes a disclosure to them, they should follow the school referral process. Staff should report the concern to a DSL as soon as possible and record the concern on CPOMs. Further advice can be found in DFE guidance Sexual violence and sexual harassment between children in schools and colleges, May 2018.

Sharing of consensual or non-consensual nude images and videos

Section 5.14 of this policy highlights our school's stance on sharing of consensual or non-consensual nude images and videos. Staff will be vigilant and will share any concerns with a DSL immediately. If the incident of sexting involves and of the following a referral will be made to Children and families initial response service and/or the police:

- A person over the age of 18
- Coercion or blackmail
- Child under the age of 13
- Extreme or violent crime
- Evidence of immediate risk of harm

All concerns with regards to sexting will be reported to a DSL and concerns will be logged on CPOMs to ensure a wider picture of incidents can be collected over time.

Trafficking and modern slavery

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pickpocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school. Staff at Stivichall Primary school will monitor children's attendance for any such patterns and if they have any concerns these will be shared with the DSL who, if necessary will report concerns to Children and families initial response service or the LA Education team.

Safeguarding children who may have been trafficked, DFE and Home Office, 2011

Children absent from education, home or care

The school will also take action to protect;

- Children absent from education
- Children missing from home or care

Children absent from education

If we cannot make contact with families for a child who is out of education, we seek advice and support from the local authority and if necessary make referrals using a Child Missing from Education form which is sent to the secure CME@coventry.gov.uk at the Local authority. We follow the procedure outlined by the Coventry City Council Attendance and Inclusion team found on: https://www.coventry.gov.uk/info/259/attendance_and_inclusion/3147/children_missing_from_education_cme

This is in keeping with the DFE Children missing in education guidance, 2016, which is also followed:

(https://www.gov.uk/government/publications/children-missing-education)

If there are urgent concerns about a child's safety or wellbeing, which require immediate action, the school staff follow the procedures outlined in the Safeguarding and Child Protection policy.

Monitoring Attendance

At Stivichall Primary school staff monitor the attendance of children in their class and this is overseen by our Learning mentor and deputy headteacher. Any patterns in absence will be recorded on CPOMs. As per the national standards, if a child's absence drops below 90%, parents may be contacted by Nicky Stewart our Attendance support officer. We also monitor children whose attendance falls below 95% and make contact ourselves with families to offer support if necessary to help increase attendance.

• If a pupil fails to attend on their agreed or notified start date, we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

• We monitor pupils' attendance through our daily register.

• We have a safeguarding duty in respect of our pupils, and as part of this we investigate any unexplained absences.

• We contact the local authority if a child has missed ten school days or more without permission.

• We have half termly meetings with the Nicola Stewart our attendance officer.

• We will seek advice from the local authority to arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

All staff follow our attendance and exceptional leave policy.

Children absent from home or care

When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care.

Children may run away from a problem, such as abuse or neglect at home, or to somewhere they want to be. They may have been coerced to run away by someone else. Whatever the reason, it is thought that approximately 25 per cent of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation. Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse.

Looked after children are particularly vulnerable. Though the number of looked after children going missing is a small percentage of the overall number of children that go missing, it is disproportionately high compared with the children's population as a whole.

Statutory Guidance on children who run away or go missing from home or care, DFE, 2014
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/271820/Flowchart_when_a_child_goes_missing_from_care.pdf#:~:text=Statutory%20guidance%20on%20children%20who%20run%20away.%20Statutory,missing%20from%20care%20and%20home%20%28RMFCH%29%20protocol%20.)

At Stivichall Primary School we will work alongside the three safeguarding partners, health, police and social care to safeguard children missing from home or care. We will monitor children's attendance at school and report ant concerns to the appropriate authorities. We will keep records of concerns on CPOMs.

All staff follow our attendance and exceptional leave policy.

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a Children and family initial response service referral process. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start
- wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;

- Children who make strong efforts to avoid specific family members or friends,
- without an obvious reason;
- Children who don't want to change clothes in front of others or participate in
- physical activities;
- Children who are having problems at school, for example, a sudden lack of
- concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with
- strangers;
- Children who reach developmental milestones, such as learning to speak or walk,
- late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix D – Online Safety Resources

Support for schools implementing remote learning

- https://swgfl.org.uk/resources/safe-remote-learning/

Support for professionals when using videos and/or live streaming

- https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf

Support for children and parents

- Childline – www.childline.org.uk
- UK Safer Internet Centre to report and remove harmful online content – www.reportharmfulcontent.com
- CEOP (to make a report about online abuse) – www.ceop.police.uk/safety-centre
- Internet Matters (for support for parents and carers to keep their children safe online – www.internetmatters.org
- London Grid for Learning (for support for parents and carers to keep their children safe online) – www.lgfl.net/online-safety/
- Net-aware (support for parents and carers from the NSPCC) – www.net-aware.org.uk
- Parent info (for support for parents and carers to keep their children safe online) – www.parentinfo.org
- Thinkuknow (advice from the National Crime Agency to stay safe online) – www.thinkyouknow.co.uk

- UK Safer Internet Centre (advice for parents and carers) - https://www.saferinternet.org.uk/advice-centre/parents-and-carers

Appendix E – Brook traffic light tool



SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

brook
www.brook.org.uk

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

brook
www.brook.org.uk

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

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SEXUAL BEHAVIOURS
TRAFFIC LIGHT TOOL

brook
www.brook.org.uk

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.