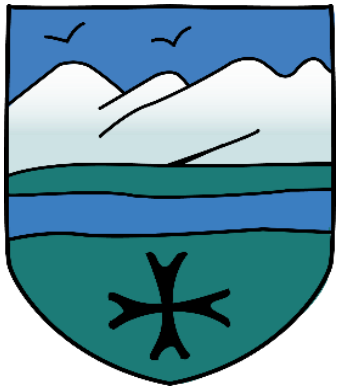
Westmorland & Furness Council



Temple Sowerby CE Primary School

Keeping Children Safe in Education - Safeguarding and Child Protection

Key personnel and governors with designated safeguarding and child protection responsibilities	
Headteacher	Zoey Slack
Chair of Governors	Hannah Cleasby
Safeguarding Link Governor	Hannah Cleasby
Key Safeguarding Personnel	
Name	**Role**
Designated Safeguarding Lead (DSL)	Zoey Slack
Deputy Designated Safeguarding Lead (DDSL)	James Farmer
Designated Teacher for Cared For and Previously Cared For Children	Zoey Slack
Special Education Needs Coordinator (SENCo)	Joanne Winter

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Table of Contents

Introduction 4

Part One: Governance 4

The role and responsibility of the Governing Body/Trustees 4

The Designated and Deputy Safeguarding Lead (DSL and DDSL) 5

Legislative framework and guidance 5

Safeguarding policies and procedures 6

Staff training 7

Quality assurance 8

Part Two: Identifying vulnerable children/young people in need 8

What all staff should know 8

Responding to concerns 9

General advice and guidance 9

Best practice to be followed by all staff 9

Early Help 10

Child in Need and in Need of Protection 11

Abuse, Neglect and exploitation 11

Definitions of Abuse and Neglect 12

Neglect: 13

Part 3 Additional safeguarding responsibilities 14

Cared for and previously cared for children and young people 14

Children who are absent from education and Alternative Provision: 15

Operation Encompass: an initiative that 16

Child Criminal Exploitation (CCE), Child sexual exploitation (CSE) and County Lines 18

Children/young people with family members in prison: 19

Children/young people in the court system: 19

Child abduction and community safety incidents: 19

Homelessness 19

Online safety 19

Bullying including cyberbullying 21

Child and Adolescent Mental Health: 21

Private Fostering: 21

Honour Based Violence – Female Genital mutilation (FGM), Forced Marriage and Breast Ironing 24

Female Genital Mutilation (FGM) is abuse and 24

Forced marriage 24

Prevent Duty, Radicalisation and Channel Panel: 24

Channel Programme and Channel Panels: **25**

Part Four **26**

Managing allegations and low-level concerns in relation to staff, supply staff, volunteers and contractors **26**

Duty of care **27**

What staff should do if they have concerns about the behaviour of an individual(s) **26**

Thresholds for the management of allegations **29**

Concerns or allegations that meet the "Harm Threshold" 29

Low-Level Concerns that do not meet the harm threshold: 30

Appendix One: What to do if you have a concern **31**

Appendix Two: Early Help Pathway **32**

Appendix Three: NSPCC Helpline **33**

Appendix Four: Child/Young Person Welfare/Concern Record **34**

Appendix Five: Operation Encompass **35**

Appendix Six - Examples **of What NOT to Do (Leading vs. Acceptable Questioning)** **36**

Introduction

Safeguarding and promoting the welfare of children is the responsibility of all adults, regardless of their role, to ensure the safety and wellbeing of children and young people attending Temple Sowerby C of E Primary School.

All schools must have regard to Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), which set out safeguarding responsibilities, processes, and procedures. Schools must also follow guidance issued by the Westmorland and Furness Safeguarding Children Partnership (W&FSCP).

Keeping Children Safe in Education (2026) defines safeguarding and promoting the welfare of children and young people (under 18) as:

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

Part One: Governance

The role and responsibility of the Governing Body

Provides strategic leadership for safeguarding arrangements that comply with statutory guidance.

To meet its statutory obligations the governing body has:

- appointed a safeguarding link governor to lead safeguarding oversight
- ensured the safeguarding link governor accesses appropriate safeguarding training to support and advise the governing body/trustees
- ensured the full governing body receives annual safeguarding training, including online safety responsibilities and obligations under the Data Protection Act (2018) and UK GDPR and reading Part 1 of Keeping Children Safe in Education 2026
- ensured the link governor undertakes role-specific training and meets at least termly with the Designated Safeguarding Lead (DSL) to maintain oversight and ensure policies remain compliant
- adopted the National Governance Association (NGA) Code of Conduct
- undertaken an annual safeguarding audit, reported to the full governing body/trustee board

The Designated and Deputy Safeguarding Lead (DSL and DDSL)

The Designated Safeguarding Lead is a member of the senior leadership team. The setting also has deputy safeguarding lead(s), trained to the same level as the DSL, to ensure:

- effective day-to-day safeguarding arrangements and governance, including online safety
- provide support and guidance for staff, volunteers, supply staff and contractors on safeguarding and child protection matters
- fulfilment of statutory responsibilities to identify children at risk of significant harm, child protection and work with partner agencies in line with W&FSCP procedures

Including:

- identifying concerns early and providing Early Help/ Family Help to prevent escalation
- consulting and sharing information appropriately with agencies, including Children's Social Care, in accordance with the Data Protection Act (2018) and UK GDPR (2018), regardless of who raised the concern – other children/young people, members of the public, parents or relatives
- working with key professionals, including the SENCo, attendance leads and designated teacher for cared-for and previously cared-for children, to safeguard vulnerable children/young people
- promoting a safe learning environment through education on online safety, relationships education, positive behaviour and bullying
- supporting parents and carers to keep children/young people safe online
- ensuring adequate DSL/DDSL cover outside core hours and during school holidays
- inducting new staff and signposting safeguarding policies and procedures
- ensuring visitors, supply staff and contractors receive key safeguarding and health and safety information and know how to report concerns
- reviewing the effectiveness of filtering and monitoring systems
- Ensuring the RHSE programme covers online harm, sharing images, deep fakes, pornography, generative AI and misogynistic influencers and when and where to seek help.
- managing the transfer of safeguarding records between schools when children/young people move including sharing information with relevant staff and sharing a summary of current safeguarding concerns with the next schools.

The full role of the DSL/DDSL is detailed in Annex B of Keeping Children Safe in Education 2026 – Role of the Designated Safeguarding Lead.

Legislative framework and guidance

All action taken by Temple Sowerby C of E Primary School will be in accordance with:

Legislation: Children Act 1989 and 2004; Education Act 2002 and 2011; Childcare Act 2006 (where applicable); Education and Inspections Act 2006; Human Rights Act 1998; Equality Act 2010, including the Public Sector Equality Duty.

Statutory guidance: *Keeping Children Safe in Education (2026)* sets out safeguarding requirements for schools and colleges. *Working Together to Safeguard Children (2026)* sets out multi-agency safeguarding arrangements and the role of education settings. Westmorland and Furness Safeguarding Children Partnership procedures outline how agencies work together to safeguard children and young people.

Department for Education (DfE) guidance and advice

- Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (May 2024)
- What to Do if You're Worried a Child is Being Abused (2015)
- Use of Reasonable Force (2013)
- Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings (2022)
- Teachers' Standards (2021)
- Other relevant guidance relating to behaviour, bullying, online safety, medical needs and attendance

Safeguarding policies and procedures

Effective safeguarding policies and procedures:

- should be clear, accessible and available to staff, children, parents and carers, including on the school website.
- should enable children and young people to report abuse, neglect, bullying and child-on-child abuse confidently, knowing concerns will be taken seriously and acted upon.
- should be supported by effective policies and procedures, including:
    - The staff Code of Conduct
    - Positive Behaviour Management Policy, including bullying prevention and the use of reasonable force
    - Prevent Policy
    - Online Safety, AI and Appropriate Use Policy, including monitoring and filtering
    - Mental Health and Wellbeing Policies
    - Supporting pupils with medical conditions
    - Safer Recruitment procedures including the definitions of regulated activity (Refer to part 3 of KCSIE)
    - Managing Allegations and Low-Level Concerns Policy
    - Attendance, Children Missing Education and Elective Home Education Policy
    - Equality Policy and objectives, including schools approach to supporting children/young people who are questioning their gender
    - Mobile Phone Policy
    - Child-on-Child Abuse and Sexual Violence and Harassment Policy
    - Education Other Than at School (EOTAS) / Section 19 Policy

Staff training

Safeguarding is everyone's responsibility, and all school staff are part of a wider safeguarding system for children. As such, staff are expected to regularly undertake training to ensure they have the knowledge and skills to effectively carry out their roles. Staff working within maintained schools are expected to complete the core, mandatory training as listed in the table below.

Core and Mandatory Training

Annual Safeguarding Update incorporating changes to KCSIE	All School Staff/ Volunteers and Governors	Delivered by DSLs	Training material provided by Local Authority	Annually
Level 2 Safeguarding Children (Online)	School staff, incorporating early years staff	Online Delivery:	Virtual College: https://wfscp.org.uk/learning-and-development/e-learning	On appointment and every 2 years
WFSCP Working Together to Safeguard Children: Level 3	DSLs and Deputy DSLs	Face to Face Delivery	https://wfscp.org.uk/learning-and-development/face-to-face	Every 2 years
DSL Induction	New DSLs and Deputy DSLs	Face to Face	Delivered by Education Safeguarding Advisor	On appointment
Prevent	All School Staff/ Volunteers and Governors	Online Delivery	You can access this training via the government site on Prevent duty training - GOV.UK under "Prevent duty training" or via the e-learning module offered by Virtual College entitled: Radicalisation and Extremism (Prevent). https://wfscp.org.uk/learning-and-development/e-learning	Every 2 Years
Safer Recruitment	For those staff/governors with recruitment responsibilities	Online Delivery	Virtual College: https://wfscp.org.uk/learning-and-development/e-learning	Every 2 years
Family Help Training	DSLs and Deputy DSLs	Online or in person	Family Help Partnership Training Offer: https://wfscp.org.uk/learning-and-development/face-to-face	Once

Supplementary Training

Further training on domestic abuse, substance use, neglect, trauma and contextual safeguarding training is available by visiting: https://wfscp.org.uk/learning-and-development/face-to-face

- The Annual Safeguarding Update, incorporating KCSIE changes is delivered annually by the DSL. Staff unable to attend will receive updates from the DSL or deputy DSL to ensure awareness of current guidance relevant to their role
- The DSL will provide regular updates to school staff on key safeguarding issues impacting on the welfare of children/young people attending Temple Sowerby C of E Primary School or issues within the wider Westmorland and Furness area, through regular briefings and targeted training.
- Supply teachers, trainee teachers, volunteers, visitors and contractors will be provided, when they sign in, with accessible information that sets out their responsibilities to report any concerns about a child/young person or the conduct of any adult working in or on behalf of Temple Sowerby C of E Primary School.

Quality assurance

- The DSL will review this policy annually and present to the governing body/board of trustees for approval.
- The DSL will complete an annual safeguarding audit, including online safety risk, and report findings to the governing body.
- The DSL and safeguarding link governor will meet termly to review safeguarding activity and challenges.
- The governing body/board of trustees will undertake its own audit of safeguarding effectiveness and statutory compliance.
- The school will complete the bi-annual Section 11 Children Act 2004 safeguarding audit coordinated by the Westmorland and Furness Safeguarding Children Partnership (W&FSCP).

Part Two: Identifying Vulnerable Children and Young People in Need

What all staff should know

All staff working at the setting:

- should know who the designated and deputy safeguarding lead(s) are and how to contact them, referring to the notice board in the staffroom
- should know who the chair of governors is and how to contact them, referring to the notice board in the staffroom
- should know who the safeguarding link governor is and how to contact them, referring to the notice board in the staffroom
- staff working directly with children and young people must read Keeping Children Safe in Education (2026) Part One **Part one: information for all school and college staff** and follow reporting procedures. Copies of Part 1 and the complete KCSiE 2026 document are located in the staffroom
- other staff must also read the document and follow reporting procedures
- must read and understand this policy annually and complete safeguarding training identified by the DSL, which is situated in the staffroom

- should report concerns immediately to the DSL/DDSL and follow the procedure in **Appendix One** (the procedures can be located in the staffroom on the Safeguarding noticeboard)
- must adhere to the school's staff code of conduct
- must be aware of the policy on managing allegations and low-level concerns regarding staff, volunteers, supply staff and contractors, as set out in **Part 4** of this policy, including access to the Whistleblowing Advice Line
- will receive role-appropriate online safety training including how to keep themselves online e.g., using social media platforms and communication with children/young people, parents and carers
- will be aware of the positive behaviour management policy, including bullying, cyberbullying and discriminatory bullying
- will understand the importance of attendance and the impact of persistent absence and children/young people missing education
- should maintain confidentiality about staff, children/young people and matters affecting the reputation of Temple Sowerby Primary School and under no circumstances disclose any information about children/young people outside their designated authority to do so
- will be given proportionate and confidential information about children/young people on a need-to-know basis by the designated safeguarding lead in order to ensure the child/young person's safety and welfare

Responding to concerns

General advice and guidance

NB: The term 'staff' refers to all adults within the setting.

- staff should recognise that children/young people live in different circumstances, including care arrangements, poverty, challenging behaviour and SEND, and ensure personal beliefs do not affect professional judgement
- some children/young people experience trauma directly through abuse or indirectly through domestic abuse, parental mental ill health or other adverse experiences
- some children/young people are particularly vulnerable, including those who are cared for or previously cared for, young carers, children in alternative provision, those with mental health needs, those at risk of exploitation and LGBTQ+ children experiencing prejudice
- some children/young people may already be known to Children's Social Care, police or health services and have plans such as Early Help, Child in Need, EHCP or Child Protection Plans
- staff should act in the child's best interests, promote wellbeing and listen to what children/young people communicate through words and behaviour
- procedures for reporting concerns are set out in **Appendix One**

staff, volunteers, and representatives must handle any child protection concern, disclosure, or allegation with immediate priority, empathy, and professional boundary maintenance. The primary duty of staff during an initial disclosure is to **listen, reassure,**

and document—never to investigate or interrogate **Best practice to be followed by all staff (refer to Appendix 6 -** Examples **of What NOT to Do (Leading vs. Acceptable Questioning)**

When a child discloses information or when a concern arises, staff must follow the **4 R's**:

1. **Receive:** Listen calmly and attentively without showing shock, judgment, or disbelief. Let the child speak at their own pace.
2. **Reassure:** Validate the child's feelings. Tell them they were right to speak up and that what happened is not their fault. **Never promise absolute secrecy**; explain gently that you must share this information with the Safeguarding Lead to keep them safe.
3. **React:** Keep questions to a strict minimum. Use open-ended prompts only if necessary to clarify what the child is saying. **Do not lead or interrogate.**
4. **Record & Report:** Document the exact words used by the child as soon as possible (ideally within 24 hours). Report immediately to the Designated Safeguarding Lead (DSL).

Guidelines on Questioning: Avoiding Leading Questions
Staff are **not investigators**. Asking detailed, probing, or leading questions can contaminate evidence, confuse the child, or invalidate future legal or social care proceedings.

- **Use TED Prompts Only:** If a child stops talking and clarification is needed to ensure their safety, use open-ended TED prompts:
    - **T**ell me what happened...
    - **E**xplain what you mean by...
    - **D**escribe where you were...

- if a child/young person makes a disclosure, listen carefully, inform the DSL/DDSL promptly and make a factual record including the date, time, location and disclosure details using the child/young person's words wherever possible. You should not promise confidentiality, but reassure the child/young person that you will only tell people who can help and support them.
- a child or young person should never be asked to provide a written account of a disclosure or allegation
- staff should feel confident raising concerns about poor or unsafe practice as outlined in **Part 4**
- the DSL/DDSL is responsible for referrals to Children's Social Care in line with Working Together to Safeguard Children (2026) and W&FSCP procedures

Early Help/ Family Help
Early Help/ Family Help is support provided where a child/young person or family:

- has additional needs
- has emerging needs
- requires support beyond the setting's resources and would benefit from a multi-agency response but is not at risk of significant harm

Any child/young person may benefit from Early/ Family Help, particularly those who:

- are disabled or have health conditions
- have SEND, with or without an EHCP
- where needs are unclear and these cannot be met from within our own resources alone and they would benefit from a multi-agency response, but not where there is a risk of significant harm
- are young carers
- are at risk of anti-social or criminal behaviour, gangs, organised crime or county lines
- is frequently missing/goes missing from education, home or care
- have experienced repeated suspensions, are at risk of permanent exclusion, attends alternative provision or a pupil referral unit
- are at risk of modern slavery, trafficking or exploitation
- are at risk of radicalisation
- have a parent in custody or affected by parental offending
- live in families affected by substance misuse, mental ill health or domestic abuse
- misuse alcohol or drugs
- are at risk of so-called 'honour'-based abuse, including FGM or forced marriage
- are privately fostered

The Westmorland and Furness multi-agency threshold guidance sets out local thresholds, assessment processes and services available. Further information is available through the Westmorland and Furness Families Information website.
https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/home.page

Child in Need and in Need of Protection

Westmorland and Furness Council has statutory duties under Working Together to Safeguard Children (2026):

- under Section 17 of the Children Act 1989, to support children whose health or development is unlikely to reach a satisfactory level without services, or who are disabled
- under Section 47 of the Children Act 1989, to investigate where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm

Children referred to Children's Social Care who meet either threshold should receive an assessment of need and parental impact. Children's Social Care must consider the child's age and understanding when determining services or protective action.
The W&FSCP has published guidance on Child in Need meetings and Child in Need plans.

Abuse, Neglect and Exploitation

Abuse and neglect involve harm caused by an adult or another child, or a failure to prevent harm. Abuse can occur within families, institutions, communities or online. Children/young people may also experience harm outside the home through peer groups, neighbourhoods or online environments (contextual safeguarding).

Not all concerns meet the threshold for statutory intervention under Section 47 of the Children Act 1989. However, staff must recognise signs of abuse and take appropriate action.

Definitions of Abuse and Neglect

The statutory definitions of abuse and neglect are set out in Working Together to Safeguard Children (2026). Abuse is maltreatment through inflicting harm or failing to prevent harm. Harm includes non-physical harm such as witnessing the ill treatment of others such as seeing hearing or experiencing domestic abuse. Abuse can also take place in institutions and community, perpetrated by those known to them or, more rarely, by others. Abuse can take place wholly online and be instigated by both adults or other children/young people.

Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition alone. In most cases, multiple issues will overlap with one another, so it is important that all staff maintain an open mind and professional curiosity as to what might be happening for individuals or groups of children/young people.

The ultimate responsibility to assess and determine the type and category of abuse rests with Children's Social Care; our responsibility is to understand the categories of abuse, the impact on the welfare and development of our children/young people and where we have concerns, to take appropriate action as early as possible

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Most sexual abuse is

committed by those previously known to the victim. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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 caregivers) or
- ensure access to appropriate medical care or treatment.

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

Part Three

Children with a Disability or Complex Health Needs

Identifying abuse and neglect can be more challenging for children with additional needs, both online and offline. Factors may include:

- assumptions and lack of professional curiosity about indicators such as behaviour, mood or injury
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- involvement in child criminal exploitation
- communication difficulties that affect reporting abuse or neglect
- cognitive understanding, being unable to understand the difference between fact and fiction, then repeating the content/behaviours in school and not understanding the consequences of doing so

Staff should be particularly vigilant in safeguarding children/young people with SEND and/or medical needs and discuss concerns with the DSL/DDSL, who will liaise with the SENCo, relevant college lead or Children's Social Care as appropriate.
Further information is available from:

- W&FSCP Website
- Statutory guidance SEND code of practice: 0 to 25 years
- Supporting children at school with medical needs (2015)

Cared for and previously cared for children and young people

The most common reason for children/young people becoming cared for is as a result of abuse and/or neglect and they will be subject of a legal order e.g., an interim or full care order or under a voluntary arrangement with consent of parents, often called voluntary care; they will have an allocated social worker and have a detailed, statutory, care plan that is reviewed at regular intervals.
Children/young people who have previously been a cared, i.e., they may have been returned home, the care order discharged, and a special guardianship order (SGO) made in place of a care order. For some they may remain potentially vulnerable and require ongoing support to reach their full potential.
All statutory agencies have a responsibility to work together as corporate parents for this group of children/young people and it important to note that some children/young people are place have moved to Westmorland and Furness to live with carers from different local authorities, but they remain the responsibility of the original authority.
The designated safeguarding lead and the designated teacher for cared for and previously cared for children are jointly responsible for this group of children/young people; the designated safeguarding lead to ensure the cared for child/young person is safeguarded and the designated teacher to promote their educational achievement; both have access to detailed information about the child/young person's legal status; their social worker and contact details; contact with birth parents or those with parental responsibility; care arrangements and the levels of authority delegated to the carer by the placing authority. It is the responsibility of the designated teacher to liaise with the virtual school head for Westmorland and Furness or the virtual head for the placing authority.
Statutory guidance on the role and responsibilities of the designated teacher for looked after and previously looked after children can be accessed here

(*The preferred terminology in W&F Council is "Cared For" children and young person rather than looked after and previously looked after. This is in line with the voice of cared for children who have highlighted they do not like the term looked after. Guidance refers to looked after and previously looked after and to the role of the designated teacher for looked after and previously looked after children*)

Children who are absent from education:
When children/young people are repeatedly absent from education, especially for prolonged periods, this can be a potential and vital indicator of underlying safeguarding issues; early intervention is essential to identify the reason for their poor attendance which can be because of underlying safeguarding risks such as child criminal or sexual exploitation, involvement in county lines or mental health, substance abuse or medical/health needs
Guidance to support pupils with medical conditions at school can be accessed DfE Supporting pupils with medical conditions at school . Guidance relating to arranging education for children who cannot attend school because of health needs (2023) can accessed here

Attendance: As a school we recognise and prioritise attendance as a pivotal part of our safeguarding responsibilities. In the majority of cases, children/young people can be supported by the school, but where there are multiple issues requiring an additional multi-agency response the school will make appropriate referrals and seek to identify and provide more intensive whole family support through the provision of early help or where children/young people are persistently absent work with the school attendance support team and virtual school head to develop more formalised attendance support as set out in the W&F Attendance Policy and supporting documents.

Children missing education: the school has a statutory responsibility to co-operate with the local authority to ensure children /young people that are compulsory school age are safe and receiving a suitable education, which includes notifying the local authority when a child/young person

- commences or leaves our school at a non-standard transition point
- is permanently excluded and to provide a suitable education from day 6
- misses ten school days or more without permission.

(See statutory guidance and W&F Attendance Policy)

Alternative Provision:
When a student is educated via an AP, the students' registered setting must ensure that written communication is provided to confirm that "full, safer recruitment steps have been taken on all staff and of arrangements that might put a child at risk – such as new staff joining the AP and the school must ensure that they are aware of the location of their students at all times during school hours.
Placements are reviewed at least half termly to ensure the safety of students and that their needs are met, with the potential that the placement is ended if any concerns are not addressed.

Domestic Abuse and Operation Encompass
Domestic abuse Involves a wide range of behaviours that may be a single incident or a pattern of incidents or behaviour, including but not limited to, physical, emotional, psychological and economic abuse and coercive and controlling behaviour. The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children and young people who can be victims of domestic abuse through hearing and/or witnessing domestic abuse

at home or through experiencing domestic abuse in their own intimate relationships (teenage relationship abuse). The impact of domestic abuse can be far reaching and have a detrimental and long-term impact in relation to their health, wellbeing, including their physical and emotional development and educational outcomes.

Operation Encompass

Operation Encompass: an initiative that involves the police and schools working together to provide emotional and practical help to children and young people when police respond to an incident of domestic abuse, and they are in present in the household. The police will inform school before the commencement of the school day of any incident that has taken place to ensure the school is able to put in place appropriate support. Operation Encompass does not replace statutory safeguarding procedures for example making a referral to children's social care where there are concerns for a child or young person's welfare.

Further information, guidance and resources can be accessed from

- NSPCC - signs and the effect of domestic abuse
- Refuge what is domestic abuse on children
- Information about how to access specialist support services and getting help for children/young people who may be experiencing domestic abuse in their own relationships
- Operation Encompass (includes information for schools on the impact of domestic abuse on children

The procedures for schools to follow, in the event of an Operation Encompass referral can be found in Appendix 5.

Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Children/young people can abuse other children/young people, at school, in the community or online, and may involve a range of abusive behaviour i.e., physical, emotional or sexual through, but not limited to Sexual violence, sexual harassment and harmful sexual behaviour. This is a safeguarding issue for both the victim and alleged perpetrator. It is important that they receive timely, evidence-based support.

Child to Parent/Care-Giver Abuse

Children/young people may cause harm to adults, often called child to parent or care giver abuse.

Sexual violence involves offences as set out in the Sexual Offences Act 2003 whereby a child or young person commits an offence of:

Rape: which includes penetration of the vagina, anus or mouth, without consent (see below)

Assault by Penetration: of the vagina or anus by a child/young person with their body or anything else and the penetration is sexual without consent

Sexual Assault: intentionally touching another person and the touching is sexual, without consent and involves a very wide range of behaviour for example a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent

Causing someone to engage in sexual activity without consent: this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Consent: means having the freedom and capacity to choose, a child under the age of 13 can never consent to any sexual activity: the age of consent is 16 for both male and female: sexual intercourse without consent is rape and consent to any sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom and consent can be withdrawn at any time during sexual activity and each time activity occurs.
Further information about consent can accessed here

Sexual harassment involves the 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school and can violate a child's/young person's dignity, resulting in them feeling intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. Sexual harassment can include but is not limited to sexual comment, including sexual stories, lewd comments, sexual remarks about clothes and appearance or calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and up skirting which is a specific criminal offence and online sexual harassment.
It is important that all staff are aware of inappropriate sexualised conduct that normalises inappropriate behaviours and provides for an environment that may lead to sexual violence; by downplaying behaviours, for example dismissing sexual harassment as "just banter" or "just having a laugh", "part of growing up" or "boys being boys" creates a culture that normalises such behaviour and attitudes which can lead to an unsafe environment for children/young people
It may also include taking and sharing consensual and non-consensual nude and semi-nude images or video's, often referred to as sexting. The taking and sharing of nude photographs of those aged under 18 is a criminal offence. Recently updated UKCIS advice (March 2024) provides extensive advice and guidance on this issue.

Harmful sexual behaviour (HSB) Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent behaviour that is developmentally inappropriate. The umbrella term is "harmful sexual behaviour" (HSB), and it can occur online or face-to-face or simultaneously between the two. When considering harmful sexual behaviour consideration of the ages of the children/young people and their stage of development are critical factors e.g., whether one is older by more than two years or one is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, e.g., where they are disabled or smaller in statue. Addressing inappropriate behaviour and timely intervention helps prevent problematic, abusive or violent behaviour in the future. Children/young people displaying harmful sexual behaviour have often experienced their own abuse and trauma and sometimes have special educational needs that impacts on their understanding of sexual norms and acceptable behaviour.

School is aware of it's critical role and the importance of:

- Recognising the escalatory nature of misogyny and the importance of early identification and support to minimise the risk of harmful sexual behaviour
- Taking a safeguarding approach in response to all incidents involving the sharing of nudes or semi-nude images regardless of whether they're consensual or not.

The Lucy Faithfull Foundation has produced a HSB toolkit and the NSPCC offers free and independent advice about HSB along with a HSB framework

Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and County Lines
Involves an individual or group taking advantage of a child/young person and involves an imbalance in power to coerce, manipulate or deceive a child/young person into taking part in sexual or criminal activity, in exchange for something the victim needs, for the benefit and gain of the perpetrator or gang, which often involves the threat and/or the use of violence towards the victim. CCE and CSE can affect both males and females and often involves them being trafficked for the purpose of exploitation. A child/young person may identify as being part of this group, but are a victim.

CCE and CSE may constitute modern slavery, and further information is available in the Modern Slavery statutory guidance. In accordance with this guidance, a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

Child Criminal Exploitation (CCE) involves children/young people being forced or manipulated into transporting drugs or money through county lines (see below), working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. They become trapped by this type of exploitation, as perpetrators threaten them and their families with violence; entrap and coerce them into debt; they may be coerced into carrying weapons such as knives or they carry a knife for protection from others.
Their vulnerability as victims is not always recognised by adults and professionals and they are not treated as victims despite the harm they experience, and their behaviour considered to be a "positive choice" i.e., that they have agreed or consented to their abuse.
Whilst the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same, they too are at risk of criminal exploitation and both may be a higher risk of child sexual exploitation (CSE).

Child Sexual Exploitation (CSE) is child sexual abuse:
It can be a one-off occurrence (opportunistic) or a series of incidents over time which is often linked to complex and organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. CSE definition and guide for practitioners sets out potential vulnerabilities, indicators of abuse and appropriate action to take in response
The home office has produced a disruption toolkit to support frontline practitioners to safeguarding children/young people from sexual and criminal exploitation.

County lines is a term used to describe gangs and organised criminal networks who exploit children/young people and vulnerable adults to move, store and sell drugs and money through coercion, intimidation, violence or threats of violence, including sexual violence, which often involves the use of weapons to ensure compliance. Children/young people can be targeted and recruited at school, including special schools, FE colleges and higher educational institutions, pupil referral units/alternative provision, children's homes and care homes or via social media platforms.
In addition The Children's Society has produced a county lines an criminal exploitation toolkit.

Serious Violence
All staff should be aware of the indicators which may indicate children/young people are at risk from or are involved with, serious violent crime. These may include increased absence

from school; a change in friendships or relationships with older individuals or groups; a significant decline in educational performance; signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries; unexplained gifts or new possessions could also indicate that children/young people have been approached by or are involved with criminal networks or gangs and may be at risk of criminal exploitation. Serious violence can often peak in the hours just before or after school.
The Home office has issued guidance in relation to ending gang violence and county lines exploitation, a violent and exploitative form of drug distribution.

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the DSL or deputy. The DSL should assess the risk and take immediate steps to ensure safety and consider actions de-escalate peer conflict where possible.

Children/young people with Family Members in Prison
Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children/young people are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides addition information and resources to support children/young people

Children in the Court System
Some children may be required to give evidence in criminal proceedings as victims or witnesses. The child and family court advisory support service (Cafcass) have produced information and guides to support children and young people

Child Abduction and Community Safety Incidents
Child abduction can be committed by parents or family members; by people known but not related to the victim (such as neighbours, friends or acquaintances) and more rarely strangers. In addition, community safety incidents in the vicinity of a school can raise concerns amongst children/young people and parents, for example, people loitering nearby or unknown adults engaging children/young people in conversation. However, it is it is important that the curriculum helps to build children's/young people's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Homelessness
Poses a real risk to a child/young person's welfare. The Homelessness Reduction Act 2017 places a legal duty on local councils to provide those who are homeless or at risk of homelessness with meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan and work to help them retain their accommodation or find a new place to live. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible before they are facing a homelessness crisis. Children social care are the lead agency in these circumstances and further information can be accessed **here.**

Online Safety
The role played by technology is a significant and recurrent component of safeguarding (e.g., abuse and neglect, criminal and child sexual exploitation, our Prevent Duty, child-on-child abuse including bullying) and can be a platform that facilitates harm. The breadth of issues classified within online safety is considerable and ever-evolving, but can be categorised into four areas of risk:

- Content: exposure to illegal, inappropriate, or harmful content, misinformation/disinformation ("fake news"), and conspiracy theories.
- Contact: being subjected to harmful online interaction with others.
- Conduct: online behaviour that increases the likelihood of or causes harm.
- Commerce: risks associated with gambling, inappropriate advertising, phishing, or financial scams.

In addition, children/young people with particular skills and interest in computers and technology may inadvertently or deliberately stray into Cybercrime—criminal activity involving the use of computers or the internet that includes illegal hacking, making a computer, network, or website unavailable by overwhelming it with internet traffic, and making, supplying, or obtaining malware or viruses to commit further offences. Additional advice is available from the National Crime Agency website, and Keeping Children Safe in Education (KCSIE) includes guidance on meeting Cyber Security Standards and references guidance on Generative AI.

Filtering & Monitoring Infrastructure and Roles
Temple Sowerby takes every reasonable step to provide a safe online environment for pupils and to limit exposure to online risks within our IT system through filtering and monitoring systems that comply with the DfE Filtering and Monitoring Standards in Schools and Colleges.

- **Technical Provision**: Our primary filtering and monitoring system is Securly, which operates across our network, school devices, and user accounts to identify, log, and restrict access to harmful or inappropriate content.
- **IT Service Management**: Technical implementation, infrastructure integrity, and system maintenance are managed in close partnership with our external IT team, Systems IT.
- **Dynamic Web Blocklists**: In addition to automated filtering categories, custom and additional blocked sites are requested and added swiftly via Systems IT as required—whether in response to emerging online risks, staff feedback, or circumvention attempts.
- **Real-Time Escalation & Point-of-Blocking Alerts**: When high-risk, harmful, or inappropriate sites are blocked by the system or trigger a severe monitoring flag, communications are sent directly to the Headteacher at the exact point of blocking to ensure immediate awareness and rapid safeguarding intervention if needed.
- **Leadership & Monthly Reviews**: The Headteacher conducts formal monthly reviews of filtering and monitoring logs, trend reports, and system alerts to evaluate risks, address any operational or pupil welfare concerns, and ensure system effectiveness.
- **Staff Awareness & Safeguarding Integration**: Details of our filtering and monitoring systems are shared with all staff members as an essential component of their baseline safeguarding training and induction. Filtering and monitoring data and procedures are routinely discussed during regular safeguarding updates and staff briefings to maintain high vigilance across Temple Sowerby.

EYFS Safeguarding Guidance: Image Capture and Mobile Devices
In accordance with **KCSIE 2026** and the **Early Years Statutory Framework**, Temple Sowerby enforces heightened safeguarding standards within our Early Years Foundation Stage (EYFS) setting regarding image capture, cameras, and mobile devices to protect young children from unauthorised recording or misinterpretation:

- **Prohibition of Personal Devices:** Staff, volunteers, and visitors in the EYFS environment are strictly prohibited from having or using personal mobile phones, cameras, or personal smart devices (including smartwatches or smart eyewear) in areas where EYFS children are present. Personal devices must be switched off and stored securely in lockers/designated storage during contact hours.
- **Exclusive Use of Temple Sowerby Devices:** All photography, videography, and digital observations (e.g., learning journeys or assessment records) must be captured solely using designated Temple Sowerby devices. Images must never be captured or stored on personal hardware or personal cloud accounts.
- **Dignity and Appropriate Imagery:** Images taken for educational logs or parent reporting must portray children fully clothed and in appropriate, respectful contexts. Photos must never be taken in changing areas, toilets, or during sensitive personal care routines.
- **Parental Consent & Storage:** Images of EYFS pupils are only taken, processed, or displayed in line with written consent obtained from parents/carers upon entry to Temple Sowerby. Digital files are stored on secure, access-controlled Temple Sowerby servers or Tapestry learning platforms and deleted when no longer required for educational record-keeping.

Mobile Phone and Smart Device Policy

At Temple Sowerby C of E Primary School, we maintain strict controls regarding the presence and use of mobile phones, smart devices, and image-capturing technology to protect our pupils, maintain learning environments, and ensure robust safeguarding standards across the site.

Adult Mobile Phone Usage & Photography

- No Personal Devices in Pupil Areas: Staff, volunteers, visitors, and contractors are strictly prohibited from using personal mobile phones or personal smart devices in any areas of Temple Sowerby where children are present.
- School Devices for Capturing Media: Any photographs, videos, or digital evidence of children's learning and events must be taken exclusively using designated Temple Sowerby devices. Personal cameras, mobile devices, or recording tools must never be used to photograph or record pupils.

Pupil Mobile Phones (Year 6 Only)

- **Permitted Access**: Mobile phones are not permitted for pupils in EYFS, Key Stage 1, or lower Key Stage 2. Only pupils in Year 6 are permitted to bring a mobile phone to Temple Sowerby where deemed necessary by parents/carers (e.g., for safety when walking to or from school independently).
- **Hand-In & Secure Storage**: Any Year 6 pupil bringing a mobile phone to Temple Sowerby must turn it off and hand it in immediately upon entry to the building. Phones are logged and kept securely in a locked drawer in the school office throughout the day.
- **Return of Devices**: Handed-in phones are returned directly to pupils at the end of the day as they leave the premises.
- **Zero Tolerance for Misuse**: Mobile phones must remain switched off and out of reach at all times during school hours. Misuse of devices will result in the immediate revocation of phone privileges and confiscation by leadership.

Smart Watches & Wearable Technology

- **Prohibition of Smart Watches**: To safeguard pupils and prevent online distractions, communication hazards, or unauthorized recording/photography, smart watches (including any wearable devices capable of internet connectivity, messaging, calling, or media capture) are strictly prohibited for all pupils at Temple Sowerby.
- **Standard Watches**: Traditional analogue or digital watches designed solely for telling the time remain acceptable.

Supporting Children to Navigate the Digital World

While technical controls such as filtering and monitoring limit exposure to online harm within Temple Sowerby, safeguarding children requires equipping them with the knowledge, critical thinking skills, and resilience needed to navigate the digital world safely and responsibly wherever they access technology.

Curriculum Provision & Age-Appropriate Learning

- **Integrated Online Safety Curriculum**: Online safety education is embedded within our curriculum at Temple Sowerby (including Computing and PSHE/RSHE) and is delivered progressively across all age groups.
- **Key Learning Areas**: Pupils are taught about digital footprint, privacy settings, online relationships, cyberbullying, recognising online exploitation or grooming, managing screen time, and identifying misinformation, scams, or harmful content through our Computing curriculum, RSHE and through our 'Real love Rocks' program.
- **Artificial Intelligence & Emerging Tech**: Age-appropriate guidance is provided to help pupils understand the responsible and safe use of emerging technologies, including Generative AI tools and online platforms.

Building Digital Resilience & Critical Thinking

- **Critical Evaluation**: Children are supported to develop healthy scepticism online—learning to evaluate source credibility, recognize fake news, and spot manipulative design tactics (e.g., loot boxes, targeted advertising).
- **Self-Regulation & Behaviour**: We promote high standards of digital citizenship, teaching pupils how online actions carry real-world consequences and encouraging respectful online conduct.
- **Help-Seeking Pathways**: Pupils are clearly taught how to report concerns, block inappropriate users, save evidence, and seek help from trusted adults at Temple Sowerby, at home, or through trusted external reporting tools (such as CEOP, Childline, and Internet Matters).

Working in Partnership with Parents and Carers

- Home-School Communication: We regularly share online safety updates, guidance notes, and awareness resources with parents/carers through newsletters, workshops, and our Temple Sowerby website.
- Extending Safe Habits to Home: Parents are signposted to practical advice regarding parental controls, home network filtering, device age ratings, and managing home

gaming/social media use to align home environments with the standards maintained at Temple Sowerby.

Bullying Including Cyberbullying
The Behaviour Management Policy sets out procedures for preventing and managing bullying and cyberbullying. Further guidance and advice is available includes preventing and tackling bullying (2017), Cyberbullying advice for headteachers and school staff (2014) and advice for parents

Child and Adolescent Mental Health
The impact of abuse and neglect or other traumatic adverse childhood experiences can have a long-lasting impact throughout childhood, adolescence and into adulthood. Mental health issues can have a detrimental impact on a child/young person's behaviour, attendance and progress at school and may be compounded by SEND.

Mental health problems may develop into safeguarding concerns, including self-harm, suicidal ideation and risk of suicide.

Staff should be vigilant to warning signs including significant changes in behaviour, difficulty sleeping and physical signs of self-harm.

Support, information and resources available to schools and colleges includes:
Promoting and supporting mental health and wellbeing in schools and colleges (updated 2024) with links to curriculum teaching and learning resources, to promote positive health, wellbeing and resilience among children and young people.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, but staff are well placed to observe children/young people on a daily basis and identify behaviour that suggests that they may be experiencing a mental health problem or be at risk of developing one. Mental health support teams (MHSTs) provide additional capacity for early support to meet the mental health needs of children and young, delivering evidence-based interventions, help mental health leads in schools to develop a whole school approach, provide advice and liaise with external specialist services. More information is available here.
Further information is available on the Families Information and Youngminds

Private Fostering
Relates to a child or young person under 16 years (18 years if they have a SEND) is cared for by someone who is not the child's parent or person with parental responsibility or a relative for a period of 28 days. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity. The school has a statutory responsibility to notify children's social care of any private fostering arrangements that may come to our attention in order for children's social care to undertake an assessment to ensure the needs and welfare of the child/young person are being met and the adults caring for them have access to advice and support. The CSCP procedures set out the responsibility of the school to notify children's social care.

Honour Based Violence – Female Genital mutilation (FGM), Forced Marriage and Breast Ironing

Are cultural practices, motivated to protect or defend the honour of the family and/or the community. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be escalated to children's social care and/or the police.

Female Genital Mutilation (FGM) is abuse and comprises of procedures involving the partial or total removal of the external female genitalia and other injuries to the female genital organs, the practice is illegal in the UK and its illegal for a child or young person to be taken from the UK abroad for the purposes of FGM. FGM has long-lasting and harmful consequences, and it is imperative that if staff have any concerns that FGM has taken place or may take place that they refer their concerns to the designated or deputy designated safeguarding lead. There is a specific legal duty on teachers, mandatory reporting, whereby an act of FGM appears to have been carried out on a girl under the age of 18, the teacher report this to the police. See W&FCSP website for reporting procedure details.

Forced marriage is not to be confused with an arranged marriage which is consensual, forced marriage is a crime and involves individuals entering into a marriage without the full and free consent of one or both parties. A forced marriage often involves, threats of or actual violence, other forms of coercion and children/young people with SEND can be particularly vulnerable to forced marriages especially when they are transitioning between child and adult services. It is illegal to coerce, use violence or force someone into marriage against their free will. The Forced Marriage Unit has published Multi-agency guidelines and CSCP procedures can be accessed here

Breast ironing is physical abuse and involves young pubescent girls' breasts being ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. In many cases, the abuser thinks they are doing something good for the child by delaying the effects of puberty and the practice is designed to make teenage girls look less "womanly", prevent pregnancy and rape, enable the girl to continue her education, prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage or deter unwanted attention.

Prevent Duty, Radicalisation and Channel Panel

As a part of our wider safeguarding duties the school has a duty to protect children/young people from being exposed to extremist ideology.

The Prevent Duty

Section 26 of the Counter-Terrorism and Security Act (2015) places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". The Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL), senior leaders, and governors in settings, including those providing childcare, must be familiar with the Prevent duty guidance (2024).

All staff have accessed Home Office Prevent awareness training to effectively spot signs of radicalization and extremism. Additionally, both the DSL and DDSL have completed the Home Office Prevent referrals course. To maintain up-to-date knowledge across the setting, the DSL subscribes to the Department for Education (DfE) update service, actively

accessing and sharing all new updates and guidance regarding Prevent with the DDSL and all staff.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. that challenges the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and belief. Although there is no single way of identifying whether a child/young person is more or less likely to be susceptible to extremist ideology, possible indicators such as background and exposure to specific influences e.g. family and friends, specific vulnerability e.g. SEND, children/young people who are socially isolated or have unfettered access to online influences on social media and the internet within the home or on mobile phones can be major factors in their radicalisation. Get help for radicalisation concerns (2024) provides guidance and signposts to resources to support schools and the London Grid for Learning has a number of resources including act early stories, educational activities and lessons to promote critical thinking.

As with other safeguarding risks, staff should be alert to changes in children/young people's behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the designated or deputy safeguarding lead making a referral to the Channel programme.

The channel programme focuses on providing support at an early stage for children/young people identified as being vulnerable to being drawn into terrorism. Support is accessed via the 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 may be asked to attend the channel panel to help with this assessment.

Where there are concerns about a child/young person and they are moving to a new school the designated safeguarding lead will determine whether to share any information with the new school in order for appropriate support to be put in place or those who are already receiving support through the channel programme for that support to continue.
Further guidance and resources, including curriculum resources, can be access via Educate against hate

Part Four

Managing allegations and low-level concerns in relation to staff, supply staff, trainee teachers, volunteers and contractors

Part 4 of Keeping Children Safe in Education (2026) sets out in full the statutory guidance for schools to manage safeguarding concerns or allegations against those working in or on behalf of schools in a paid or unpaid capacity, i.e. members of staff, including supply teachers, trainee teachers, volunteers and contractors. This includes persons not directly employed by the school, where safeguarding responsibilities are shared with the employing agency, business or teacher training provider.

At Temple Sowerby Primary School we adopt and implements the principles of safer recruitment to ensure that our procedures and processes are robust in order to deter and prevent people who are unsuitable to work with children/young people from applying to work at our setting securing employment or undertaking volunteering opportunities in our school.

Safer Recruitment Policy

Policy Commitment & Aims

At Temple Sowerby Primary School, we adopt and implement the principles of safer recruitment to ensure that our procedures and processes are robust. This framework is designed to deter and prevent individuals who are unsuitable to work with children and young people from applying to work at our setting, securing employment, or undertaking volunteering opportunities within our school.

Staff Training & Competency

To maintain these standards, all members of staff and governors who are engaged in the recruitment and selection of personnel must complete formal safer recruitment training. This ensures that every hiring decision adheres strictly to national statutory standards and local safeguarding protocols.

Statutory Scope & Coverage

In accordance with Part 4 of *Keeping Children Safe in Education (2026)*, our statutory safeguarding procedures apply to all individuals working in or on behalf of the school in either a paid or unpaid capacity. This includes direct staff members, supply teachers, trainee teachers, volunteers, and contractors. Where individuals are not directly employed by the school, safeguarding responsibilities are shared jointly with the employing agency, business, or teacher training provider.

Managing Allegations and Low-Level Concerns

If you have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the management or senior leadership team, governor or a visitor, you should refer your concerns to Head following the procedure set out at below. If concerns relate to the Headteacher, then this should be reported directly to the chair of governors who should liaise directly with the local authority designated officer (LADO).

Culture of Vigilance & Reporting Responsibilities
We are committed to promoting an open and transparent culture of ongoing vigilance. All staff members are supported and expected to feel confident in reporting any concerns regarding the conduct or behaviour of colleagues, volunteers, contractors, or supply staff. As a general rule, all concerns must be reported directly to the Headteacher.

Reporting Governance & Whistleblowing
If a concern or allegation relates directly to the conduct of the Headteacher, it must be reported directly to the Chair of Governors, who will then liaise with the Local Authority Designated Officer (LADO). If staff face barriers to reporting internally or have concerns about how child protection issues are handled, they may contact the NSPCC Whistleblowing Advice Line at **0800 028 0285**. All staff and visitors are made aware of how to access this helpline as part of our commitment to ongoing vigilance.

In addition, Working Together to Safeguard Children (2026) sets out the role of the Local Authority Designated Officer, (LADO) who provides management and oversight of allegations against people who work with children in accordance with Westmorland and Furness Safeguarding Children Partnership's multi-agency procedures and the schools policy for managing allegations and low level concerns.
High profile public enquiries and serious case reviews (now called safeguarding practice reviews) have identified barriers for staff within in organisations to report concerns, the NSPCC operate a whistleblowing advice line to support individuals when:

- they have concerns as to how child protection issues are being handled within the school or
- have concerns relating to the conduct and behaviour of individuals

The Whistleblowing advice Line can be reached on **0800 028 0285**, more information is set out at **Appendix Three**. As part of our approach to ongoing vigilance, all staff and visitors are made aware of how to access the whistleblowing helpline.

Dual Duty of Care
When managing any allegation or concern, the school maintains a dual duty of care. Equal consideration and priority are given to two core aspects: ensuring the paramount welfare and protection of the child or young person, and conducting a fair, supportive investigation for the individual who is subject to the allegation.

Allegations Meeting the Harm Threshold
Concerns or allegations that meet the statutory "Harm Threshold" apply where it is alleged that an adult working with children under 18 has:

- Behaved in a way that has harmed, or may have harmed, a child or young person.
- Possibly committed a criminal offence against or related to a child or young person.
- Behaved towards children or young people in a way that indicates they may pose a risk of harm.
- Behaved in a way—inside or outside the setting—that indicates they may not be suitable to work with children.

All allegations meeting these criteria are managed under multi-agency procedures in coordination with the LADO and the Westmorland and Furness Safeguarding Children Partnership, as set out in *Working Together to Safeguard Children (2026)*.

Low-Level Concerns (Below the Harm Threshold)
A low-level concern is any concern—no matter how small, and even if no more than a sense of unease or a "nagging doubt"—that an adult working in or on behalf of the school may have acted in a way inconsistent with the Staff Code of Conduct, but which does not meet the statutory harm threshold for a LADO referral. This includes conduct both inside and outside of work.

Where a staff member feels unable to raise a low-level concern locally, or has serious concerns about poor, unsafe, or illegal practice (including the handling of low-level concerns), these should be raised under the school's **whistleblowing** policy. Whistleblowing provides a secure, confidential mechanism for staff to report wrongdoings or failures in safeguarding procedures without fear of reprisal. Refer to flowchart below.

Examples & Spectrum of Low-Level Behaviour
Low-level concerns exist on a wide spectrum and may arise from unintentional, inconsiderate, or deliberate behaviour that could ultimately enable abuse. Such behaviour may involve, but not limited to, being overly friendly with children, having favourites, acting in a way that is contrary to school policy, taking photographs of children on personal mobile phones, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, humiliating children or young people, from the unintentional or inconsiderate behaviour that may look to be inappropriate, but might not be in specific circumstances, but may ultimately be intended to enable abuse.
The procedure for managing allegations and low-level concerns is on page 25

Westmorland & Furness Council

Managing allegations and low-level concerns in relation to staff, including supply teachers, volunteers and contractors

Concerns and allegations that meet the harm threshold

An adult working in or on behalf of the school has

- behaved in a way that has harmed or may have harmed a child/young person
- possibly committed a criminal offence against or related to a child/young person
- behaved towards children/young people in a way that indicates they may pose a risk of harm
- behaved or may have behaved in a way that indicates they may not be suitable to work

Head to be informed of the allegation or concern as the case manager

Case Manager and designated safeguarding lead ensure child/young person are safe from harm

If child or young person deemed to be at risk designated safeguarding lead to contact Police/children's social care

Initial fact finding by Case Manager

No further action

Consultation with LADO

Internal or independent Investigation

No further action

Low level concern

Disciplinary

Harm Threshold met LADO/inter-agency investigation

Strategy discussion/further enquiries by police, children's social care and or school

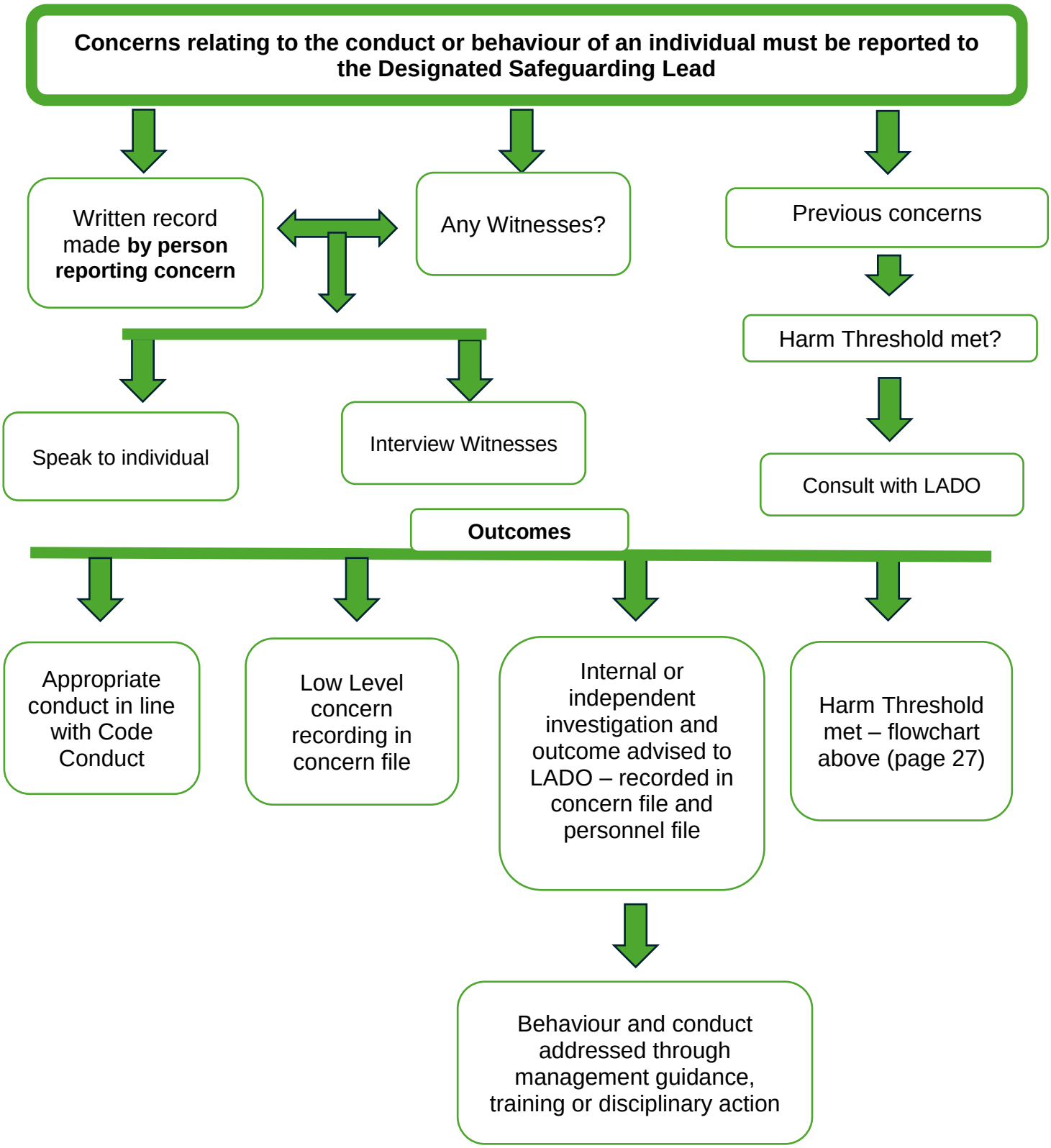
Timescales - 1st review within 4 weeks and 2 weekly thereafter or no longer than monthly

Outcomes: Substantiated; Malicious; False; Unsubstantiated; Unfounded

Criteria met for a referral to DBS/TRA

Glossary
LADO: local authority designated officer;
DBS: disclosure and barring service;
TRA: teacher regulation authority

Low level concerns



Appendix One: What to do if you have a concern

Action to be taken where there are concerns in relation to the safety and welfare of a child/young person

If you have a concern about a child/young person, you must take appropriate action and share your concerns. At Temple Sowerby Primary School we always act in the best interests of the child/young person; their welfare is always paramount

Is the child/young person at immediate risk of harm?

No

Discuss your concern(s) with the DSL or DDSL You must complete the child welfare concern form and forward this electronically to the DSL/DDSL within one working day

Action taken will be based on information or previous concerns held by the DSL/DDSL may result in

Support and monitoring, using our resources e.g., access to universal services, pastoral support

A referral to the Early Help Services – see Appendix 2

Statutory intervention

Making a referral to CSC following CSCP multi-agency procedures

Section 17 Child in Need

Section 47 Child Protection

Yes

The DSL or DDSL must be informed immediately: if in exceptional circumstances, the DSL or DDSL are not available, this should not delay appropriate action being taken which may include calling the Police or CSC

Contact details

- W&F Safeguarding Hub on **0300 373 2724**
- CSC EDT, out of hours, weekends and Bank Holidays:
- Police: 999

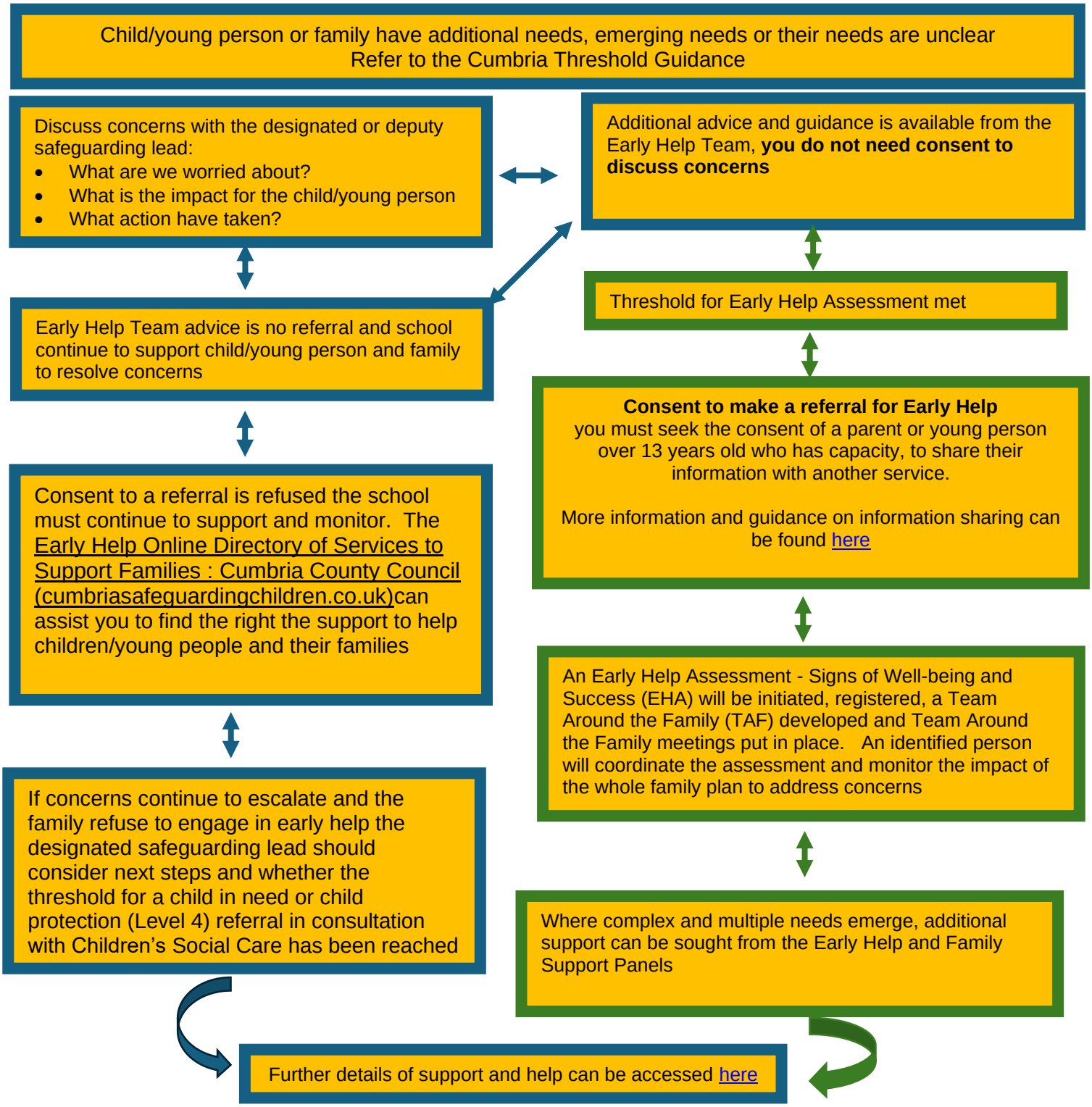
You must complete the child welfare concern form and forward electronically to the DSL /DDSL within one working day

The DSL or DDSL will consider what information is already known; indicators of risk and follow CSCP multi-agency ering what action

Glossary
DSL: Designated Safe SL: Deputy Safeguarding Lead
CSC: Children's Social Care
CSCP: Cumbria Safeguarding Children Partnership
W&F: Westmorland and Furness Council
EDT: Emergency Duty Team

Appendix Two: Early Help Pathway

Early help means providing support as soon as a problem emerges and relies on local organisations and agencies working together



Appendix Three: NSPCC Helpline

NSPCC Helpline

Dedicated Whistleblowing Advice Line

What is whistleblowing?

Whistleblowing is when someone reports wrongdoing on the basis that it is in the public interest for the concern to be brought to light. This is usually something they've seen at work but not always. The situation or incident that needs reporting might have happened in the past, be happening now, or be something the whistleblower is concerned may happen in the near future.

Contact the Whistleblowing Advice Line if:

- your organisation or another organisation doesn't have clear safeguarding procedures to follow
- concerns aren't dealt with properly or may be covered up
- a concern that was raised hasn't been acted upon
- you're worried about being treated unfairly.

You can contact the Advice Line about an incident that happened in the past, is happening now, or you believe may happen in the future.

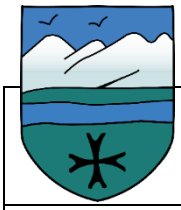
If you think an organisation is putting children at risk, even if you're not certain, call the Whistleblowing Advice Line to talk through your concerns. You don't have to share your details, and if you do you can ask for them not to be shared with other agencies.

How to contact the Whistleblowing Advice Line

The Whistleblowing Advice Line is available from 8am-8pm Monday to Friday and 9am-6pm at the weekend.

Call 0800 028 0285 Email help@nspcc.org.uk

Appendix Four: Child/Young Person Welfare/Concern Record



Child/Yong Person Welfare/Concern record

Details of person completing this form		Role:	

Date of incident/concern/disclosure		Location of event/incident:
		Time or lesson

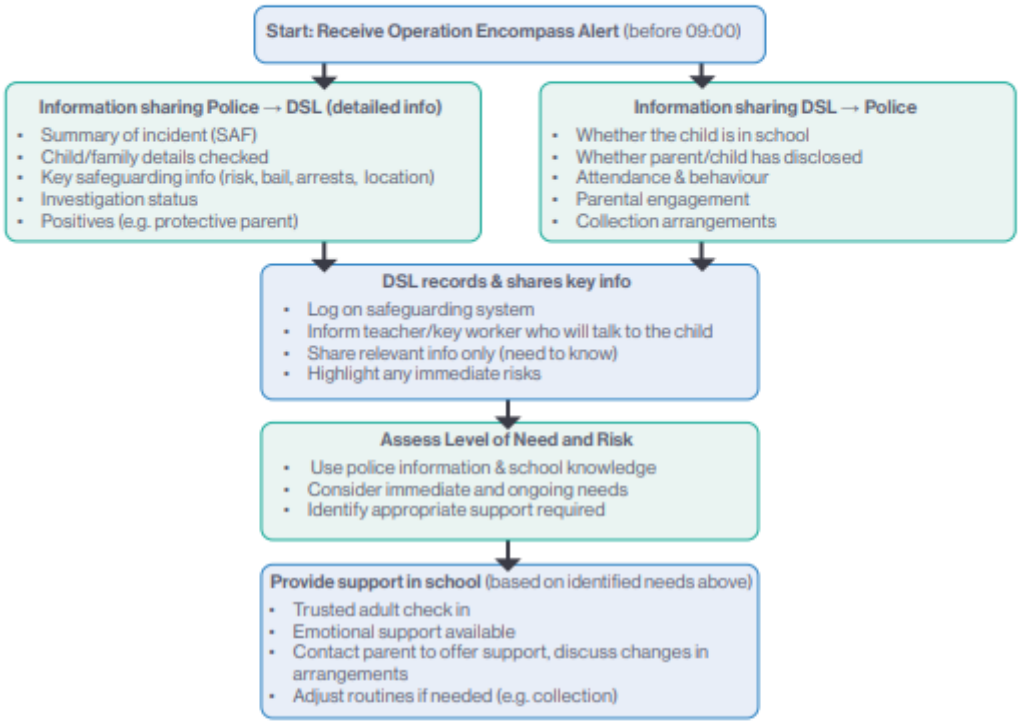
Name of child/young person		DOB:		NCY	

Record of concern (include antecedents, behaviours and consequences; record any relevant dates or times and include details of other pupils involved and other staff present at the time)
Immediate action taken, including when shared with the designated or deputy safeguarding lead
Date this record made:

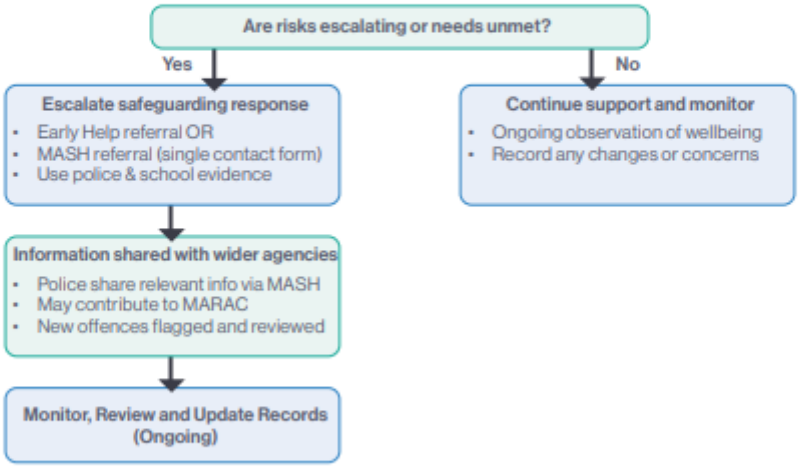
Appendix Five

Westmorland and Furness Safeguarding Children Partnership

Operation Encompass - Flowchart



Decision Making



Appendix 6 - Examples **of What NOT to Do (Leading vs. Acceptable Questioning)**

A leading question suggests an answer, introduces new information, or pressures the child to agree with a specific narrative.

❌ DO NOT ASK (Leading / Inappropriate)	❓ WHY IT IS WRONG	✅ DO THIS INSTEAD (Acceptable / Open)
"Did [Name] hit you?"	Introduces a specific person and action the child has not mentioned.	*"Can you tell me what happened to your arm?"*
"Was it your stepdad who did this?"	Suggests a suspect, which can contaminate evidence or coach the child.	*"Who was in the room at the time?"*
"Did this happen in the bedroom?"	Supplies a specific location not named by the child.	*"Where did this take place?"*
"Are you scared of him because he hurts you?"	Imposes feelings and actions onto the child's narrative.	*"How did that make you feel?"*
"He touched you under your clothes, didn't he?"	A highly leading question that forces a binary 'yes/no' response.	*"Tell me more about what happened."*
"Why didn't you tell someone sooner?"	Implies blame, guilt, or doubt regarding the child's honesty.	*"Thank you for sharing this with me today. You did the right thing."*

Key "Do's and Don'ts" for Staff Conduct

DO:

- Allow the child to use their own words, language, or terminology.
- Write down the account verbatim, including the date, time, location, and non-verbal cues (e.g., crying, distress).
- Maintain a calm, neutral, and supportive tone.
- Inform the Designated Safeguarding Lead immediately after the child leaves your care.

DON'T:

- **Do not promise confidentiality:** Never say *"I promise I won't tell anyone."* Instead, say *"I need to tell someone whose job it is to help keep you safe."*
- **Do not speculate or offer opinions:** Stick strictly to observable facts and the child's exact words.
- **Do not confront the alleged abuser:** Never attempt to contact or question the person accused.
- **Do not stop a child who is freely disclosing:** Let them speak uninterrupted, but do not press them for details if they pause or stop