WOOLTON PRIMARY SCHOOL

CHILD PROTECTION POLICY

2026-2027

BELIEVE • BELONG • BECOME

Safety • Trust • Voice • Care

Safeguarding at WPS is everyone's responsibility. This policy sets out how we notice concerns, act without delay, work with children and families, share information appropriately and keep the child at the centre of every decision.

Written By	Elsa O'Connor
Ratified by Governors	October 2026
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School Details

Headteacher:	Allison Mulvaney
Designated Safeguarding Lead:	Elsa O'Connor
Deputy Designated Safeguarding Lead(s):	Allison Mulvaney; Kim McCann
Designated Teacher for Looked-after Children:	Elsa O'Connor
Link Governor for Safeguarding:	Clare Bowers
Chair of Governors:	Clare Bowers
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Senior Mental Health Lead:	Jenny Eagleton
Designated Attendance Lead:	Lynne Wasley
Online Safety Lead:	Jonny Stewart

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This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. Introduction

Woolton Primary School and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175 / 157 of the Education Act 2002 / Education (Independent School Standards) Regulations 2014.

Our school will prevent and respond to abuse, neglect and exploitation by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff or volunteer. Staff and volunteers will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse, neglect or exploitation by having policies and procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

2. Child Protection Statement

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.' (DfE 2026)

3. Definitions

In order to support effective multi-agency working, the definitions and principles in this policy are informed by Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026.

Child:
A child includes everyone under the age of 18. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

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

Safeguarding Children:
Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

For the purposes of Keeping Children Safe in Education 2026, safeguarding and promoting the welfare of children includes: providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online; preventing impairment of mental and physical health or development; ensuring children grow up with safe and effective care; and taking action to enable all children to have the best outcomes.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Abuse:
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or in an institutional or extra-familial contexts 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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally

inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone

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 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)
- ensure access to appropriate medical care or treatment
- provide suitable education

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

Sexual Abuse:

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

Further information regarding the signs and indicators of abuse are set out in the DfE guidance **Keeping Children Safe in Education** and can be found within the SIL Schools Safeguarding Handbook. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Domestic Abuse, Serious Violence, Female Genital Mutilation, Forced Marriage, Mental Health, so-called Honour Based Abuse, Child on child abuse, Sexual Violence and Sexual Harassment (including sexting and other related issues), Vulnerabilities to Extremism and Children Missing Education.

4. Policy Aims

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the school's practice meets local and national guidance and all statutory requirements are in place.

5. Key Principles

- The child's needs and welfare are paramount. All children have a right to be protected from abuse, neglect or exploitation and have their welfare safeguarded.
- Keeping Children Safe in Education 2026 reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies across the continuum of help, support and protection. In line with Working Together to Safeguard Children 2026, Family Help brings together targeted early help and section 17 support into a more seamless offer, with consistent practitioner relationships, a Family Help plan and multidisciplinary working where appropriate.
- All staff should understand the local Family Help pathway and their role within it. This includes noticing emerging need, sharing information, contributing to assessment and plans, implementing agreed school actions and, where appropriate, acting as or supporting the lead professional. Staff should not wait for a formal referral before taking reasonable action within their role.
- All staff should understand the process for making referrals to local authority children's social care and for statutory assessments under sections 17 and 47 of the Children Act 1989, together with the role they may be expected to play in

those assessments. Staff should understand that anyone can make a referral where necessary and that the DSL should be informed as soon as practicable.

- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead, or in their absence the deputy designated safeguarding lead(s) or other senior member of staff. This should be done both verbally and in writing, using the agreed format. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. **Safeguarding-Mate** can support any member of staff through the process of making a referral.
- Everyone has responsibility to escalate their concerns and "press for reconsideration" if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. "Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children." Working Together to Safeguard Children 2026
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

6. Legislation and Guidance

Schools must have regard to the DfE statutory guidance Keeping Children Safe in Education 2026. All staff, including those who do not work directly with children, must read Part One. The DfE Part One overview is complementary and does not replace Part One. The DSL and deputies should be familiar with the whole guidance, including Annex B: Role of the Designated Safeguarding Lead.

Local authorities have a duty to make enquiries under **section 47** of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A 'child in need' is defined under the **Children Act 1989** as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under **section 17** of the Children Act 1989.

Section 175 of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under **section 157** of the same Act.

Working Together to Safeguard Children 2026 sets out the shared multi-agency responsibility for help, support and protection. It strengthens Family Help, anti-racist and anti-discriminatory practice, responses to hidden and overlapping harms, information sharing, multi-agency accountability and evidence of impact for children and families.

Working Together to Safeguard Children 2026 reinforces the importance of providing help when needs emerge and of escalating support when it is not improving the child's lived experience or reducing risk.

At WPS, community-based early help may sit alongside the formal Liverpool Family Help pathway. Where needs require coordinated Level 2 support, the current Liverpool route is a Family Help Assessment (FHA) with Team Around the Family support; Level 3 targeted need is accessed through a Family Help referral, subject to the current Liverpool criteria and consent requirements.

The school will work within Liverpool's current Levels of Need and Family Help arrangements and will use the live local pathway rather than relying on historic EHAT terminology. Where a child may be suffering or likely to suffer significant harm, Family Help must not delay a child-protection referral.

The Counter-Terrorism and Security Act 2015 places the Prevent duty on schools. WPS will assess local and online risk, work in partnership, train staff and maintain appropriate IT/filtering arrangements. Staff should notice concerning changes, check concerns with the DSL/Prevent lead and share through the appropriate Prevent route where risk of radicalisation into terrorism is identified. Staff are not expected to conduct a terrorism-risk assessment themselves, and Prevent does not replace child-protection, mental-health or exploitation responses where these are also required.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty upon teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been

carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:
www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

The school will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation** (updated 2020) and will have reference to guidance provided by the National FGM Centre **FGM Schools Guidance - National FGM Centre**.

In addition, the school recognises the important role schools have in safeguarding children from **Forced Marriage**. The Forced Marriage Unit has published **Multi-agency statutory guidance**, with points 8.1, 8.2 and 8.3 focusing on the role of schools and colleges. The school is clear that when it comes to the marriage of a child, the distinction between a forced marriage and an arranged marriage does not exist. Following the **Marriage and Civil Partnership (Minimum Age) Act 2022**, which came into force in February 2023, it is an offence to engage in any conduct for the purpose of causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. Such a marriage is deemed a forced marriage. (The same legislation also provides that the minimum age at which one can legally marry or enter into a civil partnership in England and Wales is 18.) School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 (Monday to Friday 9.00am – 5.00pm) or email: fmu@fco.gov.uk.

Early years provision at WPS must comply with the safeguarding and welfare requirements of the EYFS statutory framework. The school will implement the strengthened requirements applying from 1 September 2026, including safer sleep, screen-use expectations, volunteer and suitability checks and other safeguarding changes, alongside KCSIE 2026.

The **Teachers' Standards** (DfE 2013, updated 2021) also requires all teachers to "*uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

- *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
- *having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*
- *showing tolerance of and respect for the rights of others*
- *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
- *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law*."

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The **Human Rights Act 1998** sets out fundamental rights and freedoms that everyone is entitled to and contains the Articles and protocols of the **European Convention on Human Rights** that are deemed to apply within the UK. It compels public organisations to protect and respect an individual's human rights when they make decisions about them. Under the human Rights Act it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
- Protocol 1, Article 2: protects the right to education

We recognise that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Schools and colleges also have obligations under the **Equality Act 2010** (updated 2018) whereby schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Whilst all of the above protections are important, in the context of safeguarding, Keeping Children Safe in Education, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at **Equality Act 2010: advice for schools**.

In addition, the **Public Sector Equality Duty** places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

Further information can be found in the document **Technical Guidance on Public Sector Equality Duty: England (updated 2023)**.

The school and this policy also take account of additional guidance including:
Keeping Children Safe in Education 2026 (DfE)
Working Together to Safeguard Children 2026 (DfE)
Children's Wellbeing and Schools Act 2026
Information sharing: advice for practitioners providing safeguarding services (current guidance pending replacement by final 2026 statutory information-sharing guidance)
The Prevent Duty and current Home Office/DfE Prevent guidance
Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS/DfE), as reflected in KCSIE 2026 including AI-generated/deepfake imagery
Allergy safety in schools: statutory guidance (DfE, July 2026)
Use of reasonable force and restrictive interventions: current statutory guidance (DfE, 2026)
Mobile phones in schools: statutory guidance (DfE, June 2026; to be followed from September 2026)
Operation Encompass information-sharing duty: statutory guidance
Working Together to Improve School Attendance and Children Missing Education statutory guidance
EYFS statutory framework for group and school-based providers, including changes from 1 September 2026
Regulated activity with children: removal of the supervision exemption from 1 September 2026
Domestic Abuse Act 2021 and statutory domestic abuse guidance
Serious Violence Duty statutory guidance
Searching, screening and confiscation: advice for schools
Liverpool Safeguarding Children Partnership procedures and Liverpool City Council professional referral pathways.

7. Communicating with Parents and Visitors

The school is committed to the principles of Working Together to Safeguard Children which states that *"A child-centred approach is fundamental to safeguarding and promoting the welfare of every child. All practitioners should follow the principles of the Children Acts 1989 and 2004. These Acts make clear that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary."*

The following statement is provided to parents/carers so they are aware of the school's responsibilities:

"The school ensures children learn in a safe, caring and enriching environment. Children are taught how to identify risky, unsafe or problematic situations, how and when to seek help, how to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family."

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance.

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

8. Roles and Responsibilities

The Headteacher is: Allison Mulvaney
The Chair of Governors is: Andrew Cocklin
The Designated Safeguarding Lead for Child Protection is: Elsa O'Connor
Those trained to provide cover for the role of Designated Safeguarding Lead are: Allison Mulvaney and Kim McCann
The Designated Teacher for Looked-after Children is: Elsa O'Connor
The nominated Link Safeguarding / Child Protection Governor is: Clare Bowers
The nominated governor for dealing with allegations against the Headteacher is: Andrew Cocklin

The senior mental health lead is: Jenny Eagleton
The Designated Attendance Lead is: Lynne Wasley
The young carers champion is: Elsa O'Connor

To contact any of the above email FAO to admin@wooltonprimary.com

All staff (and volunteers) should:

- Contribute to ensuring pupils learn in a safe environment.
- Maintain the belief that "*it could happen here'".*
- Read and understand Part One of Keeping Children Safe in Education 2026. This requirement applies to all staff, including staff who do not work directly with children. Staff will engage with training and updates so they can recognise children who may need help, support or protection and act without delay.
- Have access to Section 1 of the Schools Safeguarding Handbook which will further support knowledge and understanding of key issues to enable them to identify and respond to children who need additional help. Staff will ensure that they have read and understood this document.
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
  - is disabled or has certain health conditions and has specific additional needs
  - has special educational needs (whether or not they have a statutory education, health and care plan)
  - has a mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
  - is frequently missing/goes missing from education, home or care
  - has experienced multiple suspensions, is at risk or being permanently excluded from schools, colleges and in an Alternative Provision or 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 problems and domestic abuse
  - is misusing alcohol or other drugs themselves
  - has returned home to their family from care
  - is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
  - is showing early signs of abuse and/or neglect
  - is a privately fostered child
  - is persistently absent from education, including persistent absences for part of the school day
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and/or can occur between children outside of these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their family home. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Understand that where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. All staff should be aware of how these experiences can impact on a child's mental health, behaviour and education.
- Understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
- Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- Understand that schools and colleges play a crucial role in preventative education and this 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.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or in their absence a senior member of staff.
- Ensure that they record their concerns using the school's agreed reporting procedure, which is CPOMS, in a contemporaneous and professional fashion. Records will note the difference between fact and opinion. The child's voice will be made clearly evident.
- Understand that records of concerns could be requested as part of a police and/or social care investigation, or any court proceedings.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.

- Understand their responsibility to escalate their concerns and "press for reconsideration" if a child remains at risk or their needs are not met or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Be aware safeguarding issues can manifest themselves via child on child abuse.
- Understand that it may be appropriate to discuss with the Headteacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Report any concern about the conduct of an adult working in or on behalf of the school without delay. Concerns about staff, volunteers, contractors or other adults should be reported to the Headteacher. A concern about the Headteacher should be reported to the Chair of Governors. Staff are not expected to decide whether the concern is low-level or meets the harm threshold; leaders will determine the correct route and seek LADO advice where required.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the **Guidance for safer working practice for those working with children and young people in education settings** (2022)
- Understand the circumstances where it may be necessary to "self-report" incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their Headteacher.
- Be aware that they should inform their Headteacher of any cautions, convictions or relevant order accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse.
  "Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. This can include:
  - *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
  - *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
  - *the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and*
  - communication barriers and difficulties in overcoming these barriers." (KCSIE 2026)

  The DFE has provided additional practice guidance '**Safeguarding Disabled Children**' DfE 2009.
- Have access to the school's managing allegations against adults procedures and whistle blowing policy. In addition, the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday and 9am to 6pm at weekends, or email: help@nspcc.org.uk.
- Have access to **What to do if you are worried a child is being abused 2015: Advice for practitioners** DfE 2015
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

The Governing Body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and other current safeguarding legislation and statutory guidance.
- The school has a strategy for providing Family Help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the Local Safeguarding Children Partnership (LSCP) 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium 2022)
- The school's practice is reviewed in line with Local Authority guidance, Local Safeguarding Children Partnership (LSCP) priorities and procedures and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. Governors will ensure that this person has the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. There are colleagues trained to provide cover for the role. Governors will ensure that all staff undertaking the role of Designated Safeguarding Lead or Deputy will have this role explicitly described within their job description.
- The school has procedures in keeping with the LSCP for dealing with any allegations made against any adult working within or on behalf of the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Headteacher.

- There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- Ensure the school audits the health and safety of the school environment and any actions arising from the audit are addressed.
- There is appropriate governing-body oversight of the DfE digital and technology standards, including filtering and monitoring, cyber security and online-safety assurance.
- The school has appropriate filtering and monitoring systems in place for IT systems, regularly reviews their effectiveness and encourages safe and responsible use of digital technologies.
- That staff and the leadership team have an awareness and understanding of the provisions in place for filtering and monitoring and manage them effectively and know how to escalate concerns when identified.
- It scrutinises the impact of the school's safeguarding training strategy and plan so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated and forms part of an integrated, aligned training programme which is considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- That all governors and trustees receive appropriate safeguarding and child protection (including online safety) training at the point of induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that policies and procedures are effective and will support the delivery of a robust whole school approach to safeguarding. This training should then be regularly updated. Governors who also undertake a child facing role in school (either in a paid or voluntary capacity) will in addition, complete the school's safeguarding training for staff and volunteers.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, incidents of sexual violence or harassment, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after, or have been previously looked after.
- There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- There are clear systems and processes in place to identify and respond to issues of sexual violence, sexual harassment or harmful sexualised behaviours between children, including a sequenced curriculum designed to specifically address sexual harassment, online abuse, sexual violence and issues of consent in an age and stage appropriate way.

Governing bodies are accountable for ensuring that alongside this policy the school has a range of effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them.

Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Headteacher will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education 2026 are followed in line with the school's Safer Recruitment Policy and Procedures.
- At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening and transparent culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- They liaise with the designated safeguarding lead in respect of any concerns raised about staff or volunteers which do not meet the harm threshold and are dealt with by means of the low level concerns policy or procedure.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training and who also have the role explicitly referenced within their job description.
- The curriculum provides opportunities to help students stay safe including when online. Children should be aware of the support available to them.
- The RSHE / PSHE / safeguarding curriculum is appropriately sequenced to ensure children are taught about key issues in a planned and age/stage appropriate way, building on previous knowledge as they move through the school.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.

- The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks made on visiting speakers and monitoring and filtering is in place across the school's IT systems.
- All staff have had opportunity for Prevent training either through face to face training or access to online resources: **https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/**

The Designated Safeguarding Lead:

The Designated Safeguarding Lead will be a senior member of staff from the school's leadership team and the role will be explicit within their job description. The school will also appoint a deputy designated safeguarding lead(s) who will be trained to the same level as the designated safeguarding lead and the role will also be explicit within their job description, however the lead responsibility remains with the designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

Keeping Children Safe in Education 2026 sets out the broad areas of responsibility for the Designated Safeguarding Lead in Annex B. These responsibilities are reflected below and should be read alongside the current statutory text.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required. The NPCC document **When to call the Police: Guidance for schools and colleges** can support with this.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult when in contact with Police Officers who suspect them of an offence. The DSL (or deputy) will communicate any vulnerabilities known to the school to a police officer who wishes to speak to a pupil about an offence and this communication will be recorded on CPOMS. Further information can be found in the Statutory guidance - **PACE Code C 2019** updated December 2023;.
- as required, liaise with the "case manager" (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the school's senior mental health lead and where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- work with the Virtual School Headteacher who retains a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker (see non-statutory guidance Promoting the education of children with a social worker and children in kinship care arrangements);
- act as a source of support, advice and expertise for all staff.

Undertake training

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND) and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Providing support to staff

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

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

Understanding the views of children

Understanding the views of children is essential to respond appropriately to their needs. It is important that children feel heard and understood. The designated safeguarding lead will be supported in developing knowledge and skills to:

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

Holding and sharing information

The designated safeguarding lead should be equipped to:

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

Child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Records include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. Files are only accessed by those who need to see it and any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Where a child leaves WPS, including an in-year transfer, the DSL will ensure the child-protection file is transferred securely, separately from the main pupil file where required, as soon as possible and within 5 days for an in-year transfer or within the first 5 days of a new term. Confirmation of receipt will be obtained. Where necessary to protect the child or others, relevant risk information will be shared with the receiving setting in advance.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard the child and help the child thrive in the new setting. A lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

According to Local Guidance it is expected that the Headteacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service and/or Teaching Regulation Agency.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- The school has a specific safeguarding email account safeguarding@wooltonprimary.com which is accessible by all members of the safeguarding team and ensures that all communication of a safeguarding nature is seen and responded to by the school on a daily basis.
- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training including the names of those attending. All staff must have regular training and updates. Staff or volunteers who are unable to attend training will be offered the chance to receive missed training at the earliest opportunity.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the LSCP agency report ahead of each child protection conference.

- The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and that regular safeguarding supervision is provided to the safeguarding team to monitor all decisions and actions taken alongside the well-being of each team member.
- All staff read and understand Part One of Keeping Children Safe in Education and make available to them other key documents and guidance.
- School has an appropriately trained member of staff in order to fulfil its obligations under Operation Encompass, and that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website.

9. Safeguarding Framework

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including:

- attendance
- administering medicines
- anti-bullying including cyber bullying
- alternative and off-site provision
- behaviour for learning
- care and control
- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- children in care (Looked After Children)
- clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and accessibility plan
- equal opportunities
- emergency planning
- evacuation and lock-down procedures
- first aid
- intimate care
- managing allegations against staff and volunteers
- mental health and wellbeing
- online safety and acceptable use policies
- risk assessments
- safeguarding advice for visitors
- safer recruitment practices
- school and site security
- sex and relationships education
- special educational needs and disabilities
- taking and using photographs
- whistleblowing
- allergy safety and supporting pupils with medical conditions
- reasonable force and restrictive intervention
- mobile phones and personal interactive communication devices
- Operation Encompass and domestic abuse notifications

The following specific safeguarding considerations sit within this wider framework and should be read alongside the relevant school procedures and KCSIE 2026.

Children who are questioning their gender

WPS will respond sensitively, lawfully and on a case-by-case basis. Staff will not initiate social transition. Where a child or parent requests changes or support relating to social transition, the matter will be coordinated by the Headteacher and DSL in line with KCSIE 2026, with appropriate involvement of parents/carers and relevant professional advice.

Staff should take time to understand the child's thoughts and feelings and remain professionally curious about the whole child, including mental health, psychosocial needs, SEND/neurodiversity, family and peer relationships, discriminatory bullying and any safeguarding concerns. Bullying or harassment will not be tolerated.

For primary-aged children, KCSIE 2026 requires particular caution. Decisions must be documented and regularly reviewed, take account of the welfare and best interests of the child and other children, and comply with safeguarding, equality, human-rights and single-sex facilities requirements. If a child confides feelings but asks for no change, staff should listen respectfully and follow ordinary safeguarding procedures if wellbeing or safety concerns arise.

Allergy and medical safety

WPS will maintain and publish a separate Allergy Safety Policy in line with the July 2026 statutory guidance. Allergy safety is a whole-school safeguarding responsibility. Staff will receive appropriate training; pupils who require Individual Healthcare Plans will have current plans; emergency medication must be available and accessible; and serious incidents and near misses will be recorded, reviewed and used for systemic learning. This policy should be read alongside the Allergy Safety Policy and Supporting Pupils with Medical Conditions procedures.

Restrictive intervention and reasonable force

Any use of reasonable force or restrictive intervention must be necessary, proportionate and lawful, with prevention, de-escalation, SEND, communication and reasonable adjustments considered. Significant incidents involving force, restraint or seclusion must be recorded and reported through the school's formal procedure; staff should endeavour to complete the required record and parent report on the same day, subject to the statutory exceptions. CPOMS may contribute to the child's wider chronology but does not replace the formal record.

10. Training and Induction

All staff and volunteers working in the school must be aware of systems within the school which support safeguarding, and these will be explained to them as part of staff induction. All staff and volunteers will receive an induction prior to commencing work in our school. The induction will ensure the following documents and information are shared:

- child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse)
- behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing
- safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead, deputies and/or safeguarding team members).
- copies of any other relevant policies and a copy of Part One of KCSIE 2026

The school draws upon SIL's induction template and Safeguarding Induction Booklet (Schools' Safeguarding Handbook) to ensure all appropriate policies and guidance are shared. Staff will have access to the current School Improvement Liverpool (SIL) Schools' Safeguarding Handbook, when issued for 2026–27, which provides additional practical guidance for staff and volunteers on recognising and responding to safeguarding concerns. The handbook should be used alongside Keeping Children Safe in Education 2026, this policy and WPS safeguarding procedures.

All staff and volunteers working in the school must complete safeguarding training appropriate to their role as part of induction and will receive regular updates thereafter. Safeguarding training, including online safety and filtering/monitoring responsibilities, will be integrated into the whole-school safeguarding approach and adapted to the age, stage and local context of WPS. Annual whole-school safeguarding training and ongoing updates will be recorded in the school training log.

The Designated Safeguarding Lead and deputies must complete safeguarding training relevant to their role. This level of training must be refreshed at least every two years, with further safeguarding training to be accessed on a minimum of an annual basis as best practice. This is to ensure designated staff have appropriate, up to date knowledge and skills which will enable them to identify concerns and make decisions that support the safety of the school community.

The governing body should receive appropriate safeguarding and child protection (including online safety) training at the point of induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that policies and procedures are effective and will support the delivery of a robust whole school approach to safeguarding. This training should be regularly updated. Governors who also undertake a child facing role in school (either in a paid or voluntary capacity) will in addition, complete the school's safeguarding training for staff and volunteers. The Link Governor for Safeguarding should attend appropriate training to enable them to fulfil the expectations of the role.

All staff have had opportunity to attend Prevent training either through face to face training or access to online resources: **https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/**

The school will keep a safeguarding training log evidencing the training attended by the different groups of staff/governors and will seek to evidence the ongoing impact of this training.

11. Procedures for Reporting Child Protection or Child Welfare Concerns

WPS SAFEGUARDING ROUTE • LISTEN → CLARIFY → RECORD → ALERT → SPEAK • Urgent/significant concerns must be spoken directly to the DSL/DDSL. CPOMS alone is not enough.

- All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves.
- SIL provide an online resource 'Safeguarding-Mate' to support/guide colleagues decision making when they have a concern about a child or the behaviour of an adult: https://sil-ltd.co.uk/safeguarding-mate/
- Safeguarding concerns must be acted on without delay. Staff should follow the WPS safeguarding sequence: LISTEN → CLARIFY → RECORD → ALERT → SPEAK. Significant or urgent safeguarding concerns must be spoken directly to the DSL/DDSL; CPOMS alone is not enough. Recording and alerting do not remove a staff member's responsibility to take any reasonable action that remains within their role.
- Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
- The DSL/DDSL will take prompt action. Where there is an urgent child-protection concern, Liverpool Children's Social Care should be contacted on 0151 459 2606 and the telephone referral followed by an online MARF. In an emergency, call 999. The safeguarding chronology should record the concern, action, rationale, professional response, outcome and next step.
- The DSL/DDSL will follow current Liverpool Safeguarding Children Partnership and Liverpool City Council procedures, using the live Levels of Need, Family Help and Children's Social Care referral pathways. The child's lived experience, cumulative harm, strengths, vulnerability and existing plans will be considered when deciding the appropriate level of help, support or protection.
- WPS will use Liverpool's live professional referral pathways. Level 2 additional/emerging need is currently supported through a Family Help Assessment (FHA), with a lead professional and Team Around the Family support. Level 3 targeted need is currently accessed through a Family Help referral. Level 4 safeguarding/specialist need may require Children's Social Care and, for urgent child-protection concerns, the MARF route. Staff and leaders must use the current Liverpool pathway and should not rely on historic EHAT terminology.
- Concerns about a child should lead to proportionate help, support or protection and to review of whether the child's situation improves. An agency decision not to accept a referral does not make the underlying need disappear. WPS will continue support, consider alternative pathways and escalate professional disagreement where necessary.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.
- If school disagrees with the outcome of a referral, the Designated Safeguarding Lead will ask to speak to the social worker and/or manager who made the decision. Following this conversation, if they remain dissatisfied they will follow the Local Safeguarding Children Partnership Escalation and Resolution Procedures.

"SIL Schools' Safeguarding Handbook" and Part 1 of Keeping Children Safe in Education 2026 provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

"SIL Schools' Safeguarding Handbook" will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: **www.nspcc.org.uk/keeping-children-safe/**

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. Contact details can be found in the School's Safeguarding Handbook.

12. Responding to a Disclosure

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Make a contemporaneous record as soon as possible, preserving the child's exact words where significant. Record the source of information, any limited open clarification, what the member of staff observed, immediate action taken, who was informed and what happens next. Do not reconstruct or embellish the account.
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- Clearly indicate whether fact, opinion or third party information
- Report the matter immediately to the Designated Safeguarding Lead
- Seek advice from the Designated Safeguarding Lead if in doubt

Staff should not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Summarise or use your own words to describe events
- Delay sharing the information with the Designated Safeguarding Lead

Further information can be found in part 1 of the SIL Schools Safeguarding Handbook.

13. Confidentiality, Information Sharing and Safeguarding Records

Information sharing is vital in identifying and tacking all forms of abuse and neglect, and in promoting children's welfare, including their education outcomes. Schools have clear powers to share, hold and use information for these purposes.

The school recognises that all matters relating to child protection are confidential. The Headteacher, Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a 'need to know basis' only. Guidance about sharing information can be found in the 2018 document **Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2024** and the **Data protection guidance for schools (2024)**. The school understands the need to keep child protection and safeguarding records securely. Historical safeguarding records are kept in a locked filing cabinet in the DSL's office.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

The school will share safeguarding information lawfully and confidently where this is necessary to protect or support a child. Decisions will reflect the Data Protection Act 2018, UK GDPR, the Data (Use and Access) Act 2025 and current safeguarding guidance. Information shared should be necessary, relevant, proportionate, accurate, timely and secure. Data protection must not be treated as a barrier to necessary safeguarding information sharing.

REVIEW NOTE — 2026 INFORMATION-SHARING DUTY: At the date of this policy revision, the DfE consultation on the new statutory information-sharing guidance has closed and the duty is intended to apply from September 2026, but the final operational guidance has not yet been located on GOV.UK. WPS will review this policy promptly when the final guidance is published.

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 5 school days), but separately to the main school file. The file should be signed upon receipt and delivered by hand wherever possible. School will follow the transfer of records protocol detailed within the Schools' Safeguarding Handbook.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: **https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance**. This in turn references the Information and Records Management Society (IRMS) **Information management toolkit for schools 2019**.

SIL's Safeguarding Handbook provides further key guidance for transferring records including a "Transfer of CP records Template".

Additional child protection guidance for adults working with children includes:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part One of Keeping Children Safe in Education 2026
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- The name, role and contact details of all staff with safeguarding responsibilities
- Guidance for safer working practices for those working with children and young people in education settings (Safer Recruitment Consortium 2022)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to safeguarding issues including Female Genital Mutilation, Forced Marriage, Child Exploitation including sexual and criminal, Extremism and Radicalisation, Neglect, Sexual violence and harassment and online-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures

- What to do if you are worried a child is being abused: Advice for practitioners DFE 2015

14. Concerns or Allegations About Adults

All school staff and other adults working at or on behalf of the school will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

All staff and volunteers must report concerns about the conduct of any adult working in or on behalf of WPS to the Headteacher without delay. A concern about the Headteacher must be reported to the Chair of Governors. Staff should not investigate or decide whether the concern is low-level or meets the harm threshold. The Headteacher will act as case manager and seek LADO advice/referral where required; the DSL may support the safeguarding response as appropriate.

Local Safeguarding Children Partnership multi-agency procedures will be followed in all cases where it is alleged that a member of staff 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; or behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school's managing allegations against staff and volunteers policy and procedures will support everyone to take appropriate action. This includes a flowchart to guide colleagues thinking.

In some circumstances, the school will have to consider an allegation against an individual who is not directly employed by the organisation and where our disciplinary procedures do not fully apply (for example supply teachers). Whilst the school is not the employer of the individual, we still have responsibility to ensure allegations are dealt with properly and will liaise where appropriate with relevant parties. The school will not cease to use the services of a supply teacher as a result of safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

In addition, SIL provide an online resource "Safeguarding-Mate" to support colleagues decision making: https://sil-ltd.co.uk/safeguarding-mate/
Where LADO advice or referral is required, WPS will use Liverpool City Council's current LADO route. The current council professional-referral page directs concerns about an adult who works with children through Children's Social Care/LADO advice; staff should not rely on historic named-contact details stored in older policy versions.

Part Four of Keeping Children Safe in Education 2026 provides the statutory framework for safeguarding concerns or allegations about staff, supply teachers, trainee teachers, volunteers and contractors. WPS will also follow current Liverpool multi-agency/LADO procedures.

There are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that may not always meet the threshold of LADO. As an employer the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and if they do not meet the harm threshold for allegations they, would be dealt with via the school's disciplinary and low level concerns procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children

However if an adult who works with children has involvement from Children's Services in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Services to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

If school are made aware of any of the circumstances detailed above, they will have a consultation with the LADO in order to determine whether the threshold is met for a referral under the managing allegations process.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purpose of running activities for children (for example community groups, sports associations, or

service providers that run extra-curricular activities), the school will follow its own policies and procedures, including informing the LADO.

15. Low-Level Concerns About Adults

Our school recognises that there may be times when there are concerns about a professional's behaviour which do not meet the harm threshold as set out in section 14 of this policy. This includes third party staff and volunteers. Concerns such as this may arise in several ways and from a number of sources. Examples of this may be:

- suspicion, complaint or disclosure made by a child, parent or other adult within or outside of our school; or
- as a result of vetting checks undertaken during recruitment

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

The term 'low level concern' does not mean that the behaviour is insignificant. It means a behaviour towards a child which does not meet the threshold set out in section 14 of this policy and Part Four of Keeping Children Safe in Education 2026. A low level concern is any concern (no matter how small, and even if no more than causing a sense of unease) that an adult working in or on behalf of the school may have acted in a way that:

- is not consistent with the staff code of conduct, including conduct outside of the workplace, and/or
- does not meet the allegations threshold or is otherwise not considered serious enough for a referral to the LADO.

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

- being over 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 children.

Behaviours which are not consistent with the standards and values of our school, and which do not meet the expectations set out in our code of conduct for staff, must be addressed. Behaviours such as this, can exist on a spectrum from inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is essential that concerns such as this are shared responsibly and with the right person, and that they are recorded and dealt with appropriately. Effective reporting and management of such concerns also protects staff from potential false allegations of misunderstandings. Concerns should be shared as soon as is reasonably possible, and ideally within 24 hours of becoming aware of a problem, however it is never too late to share a concern.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or may appear compromising to others. Equally, a member of staff may have behaved in a manner which, on reflection, they consider to fall below the standards set out within our code of conduct for staff. Self-reporting such circumstances is actively encouraged as it allows issues to be dealt with at the earliest opportunity and it is an important means of maintaining our culture of everyone aspiring to have the highest standards of conduct and behaviour.

Staff are not expected to decide whether a concern is "low level" or may meet the harm threshold. They should report the concern promptly; the Headteacher, with DSL/LADO advice where appropriate, will determine the correct route.

Low-level concerns about staff, volunteers, contractors or other adults working in or on behalf of WPS must be reported to the Headteacher. Where the concern relates to the Headteacher, it must be reported to the Chair of Governors. Staff should use the school's confidential adult-concern route and should not place the concern in a pupil's ordinary CPOMS chronology as a substitute for the correct process.

If a report of a low level concern is received, it will be dealt with responsively, sensitively, and proportionately. Where a concern is reported, the Headteacher should collect as much evidence as possible by speaking directly with the person who raised the concern (unless it has been raised anonymously), and by speaking to the individual involved along with any witnesses. The information collected will help to categorise the behaviour and determine what further action may needed to be taken. Support and advice will be provided to ensure any identified behaviours can be corrected at an early stage.

All low level concerns will be recorded in writing and this record should include the details of the concern, the context and the action taken, including the rationale for any decisions. Records must be kept confidential and held securely in line with the

Data Protection Act 2018 and the UK General Data Protection Regulation. Records will be kept in individual personnel files and will be retained for the duration of the individual's employment.

All low-level concerns will be documented in the school's confidential adult-concern record. A written summary will be retained securely within the appropriate personnel/safeguarding record, with access restricted according to role and need to know.

Records will:

- include the details of the concern, context, actions taken, and rationale for decisions;
- be treated as confidential, with access restricted to the Headteacher, DSL, and governing body safeguarding lead where appropriate;
- be retained for the duration of the individual's employment at Woolton Primary School, and no longer than necessary thereafter, in line with the school's retention schedule.

If a staff member moves to another educational setting, low-level concern records will not be routinely transferred as part of the reference request process, unless the concern(s) form part of a wider pattern of behaviour which is deemed relevant to safeguarding. In such cases, the school will seek advice from the Local Authority Designated Officer (LADO) before disclosure.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, school will decide on a course of action either through our disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, referral to LADO.

The Headteacher will regularly review all low level concerns reported to them, along with the outcome of the concern. This is to ensure there is appropriate scrutiny and analysis of information in order to agree at what point a series of low level concerns or a pattern of behaviour would escalate and meet the threshold set out in section 14 of this policy and Part Four of Keeping Children Safe in Education 2026.

The Headteacher will review each low-level concern at the point of reporting, to determine appropriate action. In addition, the Headteacher will review all low-level concern records on a half-termly basis with the DSL to ensure there is effective scrutiny, oversight, and analysis of any emerging patterns or repeated behaviours.

Where a series of low-level concerns or a pattern of behaviour is identified, the Headteacher will determine whether the threshold has been met for the matter to be considered under Section 15 of this policy (Allegations Against Staff) and Part 4 of Keeping Children Safe in Education 2026. Outcomes of these reviews, and any actions taken, will be recorded in writing.

Low level concerns will not be included in references unless they relate to an issue which would normally be included in a reference. Keeping Children Safe in Education specifies: "*Schools and colleges should only provide substantiated safeguarding concerns/allegations (including a group of low-level concerns about the same individual) that meet the harm threshold in references*."

Locally, it has been agreed that all concerns will be shared with the LADO relating to the conduct of an adult where sexual harm or sexualised behaviours have been reported, regardless of whether they are a low level concern or not. This is to ensure that concerning patterns of low level sexualised behaviour can be identified and responded to appropriately.

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

Woolton Primary School is committed to a safe, respectful and inclusive culture in which child-on-child abuse is recognised as preventable and is never normalised. Child-on-child harm may include physical abuse, bullying, cyberbullying, emotional abuse, coercion, sexual harassment, harmful sexual behaviour and sexual violence. Behaviour should be understood on a continuum and responses should be proportionate to age, development, SEND, context, power imbalance, coercion, impact, frequency and risk.

16.1 Staff response to reports or observations

- Any member of staff who hears, observes, or receives a disclosure of potential child-on-child abuse must respond calmly, listen carefully, and reassure the child that they are being taken seriously.
- Staff should never promise confidentiality.
- All concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL.
- Staff should record the concern in writing using the school's safeguarding system, including what was seen, heard or reported, and their immediate response.

16.2 Pupil reporting

- Pupils are encouraged to report concerns through trusted adults in school, or via the school's worry boxes.
- Pupils are taught through PSHE and RSHE lessons that it is always right to speak up if they feel unsafe or uncomfortable.

16.3 School response and case-by-case approach

- Each report will be assessed by the DSL/DDSL in line with Keeping Children Safe in Education 2026, including Part Five where harmful sexual behaviour, sexual harassment or sexual violence is involved. The response will consider the child harmed, the child whose behaviour has caused concern, immediate safety, developmental context, SEND, power imbalance, patterns, wider peer context and the wishes and feelings of the children involved.
- Responses will take account of: the wishes of the victim, the nature of the alleged incident, the ages and developmental stages of the children involved, any power imbalance, whether this is a one-off incident or part of a pattern, and the wider context.
- Concerns may be managed internally through the behaviour policy, via early help, referral to statutory services, or by contacting the police. Decisions will be recorded in writing with a clear rationale.

16.4 Risk assessments

- Following any incident of child-on-child abuse, a written risk assessment will be undertaken by the DSL. This will consider the safety of all pupils involved, appropriate supervision measures, classroom/grouping arrangements, and support for the victim(s) and alleged perpetrator(s).
- Risk assessments will be regularly reviewed to ensure protective measures remain appropriate.

16.5 Support and interventions

- Victims will be offered pastoral support, access to a trusted adult, and referrals to external services where appropriate (e.g. counselling, CAMHS, therapeutic services).
- Alleged perpetrators will also be offered support and intervention to address underlying needs and to reduce the likelihood of further incidents. This may include pastoral mentoring, restorative approaches, and work with external agencies.
- In cases of harmful sexual behaviour, interventions will be tailored to the age and developmental stage of the child, recognising that such behaviours can indicate unmet needs.

16.6 Links to the behaviour policy

- Sanctions will be applied in line with the school's Behaviour Policy, proportionate to the seriousness of the incident and always with consideration of the safeguarding context.
- Restorative practice will be used where appropriate, but not as a substitute for disciplinary action when this is required.

16.7 Police involvement

- Where a report of sexual violence or harassment is made, the DSL will liaise with the police (where appropriate) to ensure an informed safeguarding response.
- Parents/carers of all children involved will be informed unless this would put a child at risk of greater harm.

16.8 Early help

- Where statutory intervention is not required, children involved may still benefit from school support or Family Help. Support for the child harmed and support/assessment for the child whose behaviour caused concern should be considered separately and should be reviewed for impact.

16.9 Curriculum response

- Our PSHE/RSHE curriculum explicitly teaches pupils about respectful relationships, consent, online safety, and recognising and reporting abuse.
- Lessons are designed to be inclusive, accessible and responsive to the needs of pupils with SEND, disabilities, and other vulnerabilities.
- The curriculum is reviewed regularly to reflect new guidance and emerging safeguarding themes.

16.10 Vulnerability and disproportionality

- The school recognises that some pupils may be at greater risk of experiencing harm, including those with SEND, children in care, or those who may experience discrimination on the grounds of race, sex, disability, or sexual orientation.
- The DSL will take these vulnerabilities into account when assessing and responding to incidents.

16.11 Training and information sharing

- All staff receive annual training on recognising and responding to child-on-child abuse, including sexual violence and harassment.
- Refresher training, briefings, and updates are provided throughout the year to ensure staff are equipped to respond appropriately.
- Key messages are reinforced in staff meetings and induction training for new staff.

WPS adopts a whole-school approach to safeguarding, which creates a culture where there is a zero-tolerance approach to sexual violence and sexual harassment. This culture ensures that behaviours such as this at any level are never deemed acceptable and will not be tolerated in our school. We deliver a strong preventative education programme which creates an environment in which all children are supportive and respectful of each other.

Staff should recognise that children are capable of abusing other children, and that not all children will find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, for example a friend may make a report or a member of staff may overhear a conversation. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Victims will never be given the impression that they are creating a problem by reporting an incident and they will never be made to feel ashamed or their experience minimised.

Staff must act on the assumption that children may be experiencing sexual violence or harassment, even if there are no specific reports of such behaviour. Staff must ensure that they challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing, particularly towards girls or other vulnerable groups of children. Behaviours by children should never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’ as this can lead to an unsafe culture which normalises abuse and inappropriate behaviours and can lead to children accepting it as normal and therefore not reporting such issues. Our school will prevent sexual harassment, online sexual abuse and sexual violence through a carefully planned and sequenced relationships, sex and health education curriculum alongside effective challenge and response to specific issues when they arise. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff. Behaviours can happen in school, online or in the community and are most likely to include, but not limited to:

- abuse within intimate personal relationships between children;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- serious violence;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment such as sexual comments, remarks, “jokes”, taunting and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes;
- displaying pictures, photos or drawings of a sexual nature;
- causing someone to engage in sexual activity without consent;
- online sexual harassment including consensual and non-consensual sharing of nude and semi-nudes images and/or videos, sharing of unwanted explicit content, AI generated CSAM, sexualised online bullying, unwanted sexual comments and messages including on social media, sexual exploitation, coercion and threats and coercing others into sharing images of themselves or performing acts they are not comfortable with online;
- upskirting, which typically involves taking a picture under a person’s clothing without their permission (this is a criminal offence);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and many also include an online element).

When responding to reports of child on child abuse, the Designated Safeguarding Lead will respond to each report on a case-by-case basis. If an allegation is potentially criminal in nature, a report will be made to the Police. This will generally be in parallel to a referral to children’s services. School can refer to the NPCC guidance **When to call the Police** for additional support.

The school will also handle reports which include an online element carefully. This includes being aware of **Searching, screening and confiscation: advice for schools** and **DfSIT & UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people 2024**.

KCSIE 2026 expressly includes nude and semi-nude imagery that is digitally altered or wholly generated using artificial intelligence, including deepfakes or “deep nudes”. WPS will treat the creation or sharing of such imagery as a safeguarding concern. Staff must not copy, download, screenshot, forward or circulate nude/semi-nude imagery involving a child; they should report the concern to the DSL/DDSL and follow current image-sharing guidance.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. 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+ or perceived to be, may also be targeted by their peers and harassed or assaulted. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that all staff endeavour to reduce the additional barriers faced and provide a safe space for children to speak out or share their concerns.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of the protections set out under the **Human Rights Act 1998**, depending on the nature of the conduct and the circumstances. In addition, the **Public Sector Equality Duty** places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance the equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and specific consideration must be given to equality implications such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.

Victims of Child-on-Child Sexual Harm

Victims of child-on-child sexual harm will be supported by the school’s pastoral system and, where appropriate, referred to specialist agencies such as CAMHS, Brook, NSPCC and Barnardo’s.

When there has been a report of sexual violence, the Designated Safeguarding Lead (DSL) or deputy will make an immediate risk and needs assessment. For reports of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The DSL/DDSL will use appropriate evidence-informed harmful sexual behaviour tools and specialist advice to support risk and needs assessment where required. Risk assessment will not be reduced to a label or traffic-light category; decisions will consider the individual children, context, safety, developmental stage and the need for review.

Risk assessments are recorded electronically (or on paper where appropriate), reviewed regularly, and used to inform safety planning for both victims and alleged perpetrators.

The school curriculum will support young people to become more resilient to inappropriate behaviours, risk-taking behaviours, and behaviours that children may be coerced into, including “sexting” or “initiation/hazing” behaviours.

Additional guidance is available on the NSPCC website:

https://learning.nspcc.org.uk/online-safety/preventing-online-abuse-and-harm

17. Children at Risk of Serious Violence and/or Exploitation

All staff should be aware of the indicators which may suggest a child is at risk from or is involved with serious violent crime. These may include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing; or
- Signs of assault or unexplained injuries

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence crimes, such as increased absence from school, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing and signs of assault or unexplained injuries. As well as unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of exploitation. The likelihood of involvement in serious violence may be increased by factors such as: being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Additional information and advice can be found in the Home Office's Serious Violence Duty; Preventing and reducing serious violence, Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines guidance.

Engagement in education is a strong protective factor against children and young people's risk of involvement in serious violence. Through engaging in good quality education, children and young people feel a sense of belonging, achievement and are equipped with skills and resilience they need to be safe and to succeed in life. Our school recognises that we play a vital role in preventing and reducing serious violence by facilitating early interventions, prevention and safeguarding children.

Both child sexual exploitation and child criminal exploitation are forms of abuse that occur where an individual or group takes 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 victims needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Child sexual exploitation and child criminal exploitation can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff will understand that whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

All staff should be aware of the indicators which may suggest a child is at risk from or experiencing child criminal or sexual exploitation. These may include:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- have been the victim or perpetrator or alleged perpetrator of serious violence (e.g. knife crime);
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time (from school or home) and are subsequently found in areas away from their home or school;
- are found in accommodation that they have no connection with; and
- regularly miss school or education or do not take part in education.

All staff will be aware that children who are involved in criminal exploitation often commit crimes themselves, therefore their vulnerability as victims is not always recognised by adults and professionals. They may still have been exploited even if the activity appears to be something they have agreed or consented to. Staff will also have an understanding of the fact that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff will be aware that child sexual exploitation is child sexual abuse. Exploitation of this nature can be a one off occurrence and may happen without the child's immediate knowledge e.g. through the sharing of videos or images. It can also affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. because they believe they are in a genuine relationship.

Our school understands that children who have been exploited or are at risk of serious violence, will need additional support to help maintain them in education. Further guidance is provided to staff in Section 1 of the Schools' Safeguarding Handbook.

18. Domestic Abuse and Operation Encompass

All staff and volunteers are aware that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 recognises children as victims of domestic abuse in their own right where they see, hear or experience the effects of abuse. KCSIE 2026 and the statutory Operation Encompass information-sharing duty reinforce the need for education settings to receive and act on relevant information while continuing to apply ordinary safeguarding thresholds and referral procedures.

WPS participates in Operation Encompass. The scheme is now underpinned by a statutory information-sharing duty on police to notify a child's education setting where police have attended a domestic-abuse incident in that child's home. The duty covers children connected to the household whether or not they were physically present. WPS will ensure notifications are received, recorded securely and acted on promptly, while recognising that an Operation Encompass notification does not replace an ordinary safeguarding referral where risk requires one.

In order to support the school's response, key members of staff have undertaken specific training related to Operation Encompass.

The DSL and DDSLs will maintain current Operation Encompass Key Adult knowledge and training, with sufficient cover so that notifications are received and acted on when a named person is absent.

Key information about the principles of Operation Encompass has been cascaded to all other school staff and Governors. This includes discussing with staff how we can support children who are experiencing Domestic Abuse on a day-to-day basis and particularly following an Operation Encompass notification. No actions taken by school will put the child/ren or adult victim at risk.

WPS ensures that parents are fully aware of Operation Encompass and when a new child joins our school we ensure that the parents/carers are informed about Operation Encompass.

Operation Encompass notifications are stored in line with all other confidential safeguarding and child protection information. Notifications are recorded on CPOMS.

All Operation Encompass data (including new MfH notifications) will form part of the termly safeguarding report to Governors. All information is anonymised for these reports.

The school has used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken.

From March 2024 using Operation Encompass, Merseyside Police share information with our school about all children who are or who have been missing from home or care (MfH). The Key Adult (DSL) and their deputy/s (DDSLs) have completed the online Operation Encompass Key Adult training which contains a module about MfH. Information about MfH notifications have been shared with all other school staff and Governors. Our parents are fully aware that this information is being shared with our school.

The Operation Encompass MfH information is stored in line with all other confidential safeguarding and child protection information.

Our school has discussed how we can support our children who have gone missing and how we will act following an Operation Encompass MfH notification. Our curriculum includes work in this area. We have used the Operation Encompass Handbook on MfH to inform our thinking. We are aware that we must do nothing that puts the child/ren at risk.

If the Headteacher, DSL or DDSLs change, WPS will ensure an effective safeguarding handover, update Key Adult arrangements and ensure newly appointed key staff complete the appropriate Operation Encompass training.

19. Online Safety, Data Protection, Mobile Phones and Digital Media

Woolton Primary School recognises that the use of technology is an essential part of learning and teaching. However, it also presents potential risks to children and staff if not used appropriately. We are committed to maintaining a safe, secure and respectful digital environment for all members of our community.

19.1 Online Safety

- The school promotes safe and responsible use of technology through the curriculum, assemblies, PSHE/RSHE lessons and parent engagement.
- Pupils are taught how to use technology safely, respectfully, and responsibly, and how to keep themselves safe online.
- The school monitors the use of the internet and digital technology on the premises and will respond promptly to any concerns of misuse.
- The school's approach to online safety is set out in the Online Safety Policy and Acceptable Use Policy (AUP), which must be read alongside this policy.

19.2 Data Protection

- The school adheres to the requirements of the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) to ensure that personal information about pupils, families and staff is handled lawfully, fairly, securely and transparently.
- All staff receive training on data protection and understand their responsibilities regarding information sharing and confidentiality.
- Breaches of data security will be reported in line with the school's Data Protection Policy and to the Data Protection Officer (DPO).

19.3 Use of Mobile Phones

- WPS is a mobile phone-free environment for pupils during the school day, in line with statutory guidance to be followed from September 2026. Pupils should not have access to mobile phones or other personal interactive communication devices during school hours except where an agreed exception or reasonable adjustment applies. The separate WPS Mobile Phone Policy sets out storage, exceptions, sanctions and communication with families.
- Staff personal devices must be stored and used in accordance with the Staff Code of Conduct and Mobile Phone Policy. Personal devices must not be used to photograph, record or store pupil information.
- Visitors and volunteers are expected to follow the same procedures.
- Where a pupil brings a permitted device to school, it must be managed in accordance with the WPS Mobile Phone Policy so that the pupil does not have access to it during the school day, unless an agreed exception applies.
- Breaches of these expectations will be dealt with in line with the school's behaviour and staff code of conduct policies.

19.4 Use of Digital Photographic and Video Equipment

- Photographs and videos of pupils will only be taken using school equipment. Staff are not permitted to use personal devices for this purpose.
- Images will be stored securely on school systems and only used for legitimate educational purposes in line with parental consent.
- The use of images on the school's website, newsletters or social media platforms will comply with parental permissions and the school's Data Protection Policy.
- Staff must ensure that pupils are appropriately dressed and presented when images are taken.
- Parents and carers are reminded not to share images of pupils other than their own child on social media without permission.

19.5 Training and Monitoring

- All staff receive annual safeguarding and online safety training, with updates provided as new risks and technologies emerge.
- Pupils' use of school technology is monitored and breaches are responded to in line with safeguarding and behaviour policies.
- This policy is reviewed annually to ensure it reflects current legislation, statutory guidance, and emerging risks.

Related Policies:

- Online Safety Policy
- Acceptable Use Policy
- Data Protection Policy
- Behaviour Policy
- Staff Code of Conduct

Staff should also report any concerns about sexting (youth produced sexual imagery or 'nudes') to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member of staff who will follow the guidance in **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (UK Council for Child Internet Safety, December 2024). This document provides clarity as to how staff should respond to these incidents.

The school's Online Acceptable Use policy clearly outlines the way in which the school uses digital technologies and there are measures in place to ensure safe, responsible and respectful use by all. This policy also includes appropriate filtering and monitoring on school devices and school networks. There is a clear code of conduct for staff and volunteers which sets out the use of digital technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked after Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DfE highlights the risks of new technologies:

"*An effective approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:*

- ***content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism*
- ***contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes*
- ***conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and*
- ***commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams"*

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, criminal exploitation, radicalisation and sexual abuse. Technology often provides the platform that facilitates harm.

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Staff should bring immediately to the attention of the Headteacher, Designated Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

Our Governing Body will ensure that our school has appropriate filters and monitoring systems in place and will regularly review their effectiveness. The school will adhere to the DfE **Meeting digital and technology standards in schools and colleges** "Filtering and monitoring standards" which sets out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

Filtering and Monitoring

Woolton Primary School uses filtering and monitoring systems provided by MGL, who manage the service on behalf of the school. Our internet service provider is Smoothwall. Together, these systems provide robust protection against harmful or inappropriate online content by filtering internet use on all school devices and monitoring activity to identify potential safeguarding risks, including attempts to access restricted material or patterns of concerning behaviour.

- Smoothwall Filter provides real-time, content-aware filtering of online activity.
- Smoothwall Monitor analyses user activity, including keystrokes and typed content, to identify safeguarding concerns and generate alerts.
- Alerts generated through the school's filtering and monitoring arrangements are reviewed promptly. Jonny Stewart, Online Safety Lead, works with the DSL and ICT support to ensure serious safeguarding concerns are escalated immediately and recorded appropriately. Leadership reviews filtering and monitoring arrangements and relevant trends at least annually and when risk changes.
- Termly reports are reviewed by the Senior Leadership Team (SLT) and shared with governors to ensure oversight and accountability.
- Where an incident raises a safeguarding concern, the DSL takes appropriate action in line with this policy and Keeping Children Safe in Education 2026. This may include contacting parents/carers, providing additional education and support to pupils, or referring to external agencies.

- Staff receive regular training on how to respond to online safety concerns, including those identified through filtering and monitoring systems.

Woolton Primary School recognises that technology, and the risks and harms related to it, evolve rapidly. To ensure our provision remains effective, the school carries out an annual review of our online safety approach and conducts a risk assessment which considers and reflects the risks our children face.

WPS recognises the significant operational and financial impacts that cyber incidents and attacks can have on schools. Our Governing Body will ensure that the school meets the DfE **Meeting digital and technology standards in schools and colleges** "Cyber security standards", which includes:

- conducting an annual cyber risk assessment which is reviewed every term
- creating and implementing a cyber awareness plan for staff and students
- ensuring that digital technology and data is secured with anti-malware and a firewall
- ensuring that user accounts and access privileges are controlled and secure
- licensing digital technology and keeping this up to date
- developing and implementing a plan to back up data (which is reviewed every year)
- reporting cyber attacks

The DfE guidance **Teaching Online Safety in Schools** (2023) also outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements.

Generative AI is increasingly used in education and everyday life. WPS will teach children and staff about both appropriate use and safeguarding risks, including misinformation, manipulative content, privacy, harmful advice, sexualised imagery, deepfakes and impersonation. Identifiable pupil, safeguarding, SEND, medical, family or staff confidential information must not be entered into an unapproved AI service.

- we will talk about the use of these tools with staff, parents and children including their practical use alongside the potential risks (particularly with reference to the risks associated with accuracy of information and the creation of sexualised images and deepfakes using self-generative AI)
- we are aware that the use of any generative AI in examinations is prohibited and will refer to our Behaviour Policy for any incidents of this nature
- we are conscious that children may have access to apps and exposure to AI creations on devices at home and these experiences may be both positive and negative

We also recognise that under UK law, AI generated child sexual abuse material (AI-CSAM) is illegal, regardless of how it is created or its photorealism. Should it be required, we will refer to the Internet Watch Foundation, National Crime Agency and CEOP's AI CSAM Guide for Professionals for further guidance. We share more detail and clarity about generative AI in our Online Safety policy, including the approach to the use of generative AI in our school.

Where children are asked to learn online at home, our school ensures this is done safely by referencing key guidance such as **Providing remote education: guidance for schools**, **Safeguarding and remote education** and advice from **LGfL**.

20. Children Requiring Mental Health Support

Our school recognises the important role we play in supporting the mental health and wellbeing of our pupils. Staff understand that where children have experienced abuse, neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a significant and lasting impact throughout childhood, adolescence and into adulthood.

We are aware that such experiences can influence a child's mental health, behaviour, attendance and progress at school. Equally, we recognise that in some cases, mental health difficulties may be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.

All staff are trained to notice signs of emerging mental health difficulties and understand the clear systems and processes we have in place for identifying possible concerns. These include established routes to escalate issues, alongside clear referral and accountability systems.

Referrals to social, emotional and mental health (SEMH) services can be made through our Designated Mental Health Lead, Jenny Eagleton, who coordinates support both within school and with external agencies. Staff are expected to discuss any concerns with the DSL or Mental Health Lead at the earliest opportunity to ensure timely support.

Within our school we adopt a whole school approach to mental health and wellbeing, recognising that good mental health is central to safeguarding, learning and achievement. This approach includes:

- Promoting positive mental health and resilience through the curriculum (including PSHE/RSHE), assemblies, enrichment activities, and a culture of belonging and respect.

- Staff awareness and training so that all adults in school are alert to signs that a pupil may be experiencing mental health difficulties or the impact of adverse childhood experiences (ACEs).
- Clear systems and processes for staff to follow where there are concerns:
    - Significant wellbeing or mental-health information should be recorded on CPOMS where it contributes to the child's chronology and alerted to the people who need to know or act. Staff should not automatically categorise every wellbeing concern as safeguarding. Where there is self-harm, suicidal ideation, significant deterioration or another risk of harm, the safeguarding route must be followed and the DSL/DDSL spoken to directly.
    - The Senior Mental Health Lead, pastoral staff, class team and DSL/DDSL will work together according to the nature of the concern. Safeguarding decisions remain with the safeguarding team; mental-health support does not replace safeguarding action where risk is present.
    - Where a concern indicates a safeguarding risk, the DSL will take responsibility for escalation to children's social care in line with this policy.
    - Where specialist support is needed, the Senior Mental Health Lead can make referrals to SEMH services or signpost families to external agencies.
- Referral and accountability systems which ensure that all mental health concerns are logged, reviewed, and monitored. The Senior Mental Health Lead maintains oversight of referrals and interventions, reporting to the Senior Leadership Team and governors as part of the school's safeguarding monitoring arrangements.
- Parental engagement, recognising the role of parents and carers in supporting their child's wellbeing, and offering support through regular communication, workshops, and signposting.
- Staff wellbeing, acknowledging that the mental health of staff is also an important factor in creating a safe and supportive school environment.

The named Senior Mental Health Lead for Woolton Primary School is Jenny Eagleton. She works closely with the Designated Safeguarding Lead to ensure that mental health and safeguarding concerns are considered together and that children receive a coordinated and appropriate response.

Our Senior Mental Health Lead is: Jenny Eagleton

21. Attendance and Safeguarding

Children who are absent from education particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All our staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Local Authority guidance and statutory procedures will be followed for children missing education and for repeated or sudden absence. Where chronic poor attendance, severe/persistent absence or other attendance barriers suggest wider need, WPS will consider safeguarding, SEND, health and family context and whether school support, a Liverpool Family Help Assessment (FHA), a Level 3 Family Help referral or Children's Social Care involvement is required. Attendance action must address the barrier and be reviewed for impact.

Attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with unexplainable and/or persistent and severe absences, or if a child suddenly stops attending. Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. In line with the EYFS statutory framework, children that are not yet statutory school age will also be contacted on their first day of absence, and particularly if the child is absent for a prolonged period of time. This is reflected within our attendance policy.

It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case by case basis. The school will seek to ensure it has at least three emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. Where necessary, this may include reporting the child missing to the police. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

Due to the clear link between attendance and safeguarding, the Designated Safeguarding Lead and Designated Attendance Lead will meet regularly in order to analyse and discuss data and agree future action in respect of vulnerable children.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Where children are experiencing social, emotional or mental health issues and this is impacting on their attendance, school will refer to DfE guidance **Mental health issues affecting a pupil's attendance: guidance for schools**.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a CME referral to the Local Authority Officer for CME.

Some parents will decide to remove their child from the school role in order to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision and it will be a positive learning experience. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, the school will work together with other key professionals and will, where possible, attempt to facilitate a meeting. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers. The school will also link with the named officer for Elective Home Education within the Local Authority.

22. Private Fostering

Our school has a mandatory duty to notify the local authority if it believes a child is subject to a private fostering arrangement. This does not include close relatives such as a grandparent, brother, sister, uncle or aunt. A private fostering arrangement generally involves a child under 16 (or under 18 if disabled) being cared for by someone who is not a parent, person with parental responsibility or close relative for 28 days or more. The DSL will seek advice and make the appropriate referral.

Additional guidance on private fostering can be found here.

23. Safer Recruitment

The school will ensure that all appointments follow its Safer Recruitment Policy and Keeping Children Safe in Education 2026. Required pre-employment checks will be completed and recorded appropriately on the Single Central Record. WPS will seek written safeguarding assurance from relevant third-party organisations, contractors and alternative-provision providers. From 1 September 2026 the supervision exemption from the definition of regulated activity with children is removed for relevant frequent/overnight activity; WPS will therefore recheck affected paid and volunteer roles and obtain the appropriate enhanced DBS and children's barred-list information where legally permitted and required.

The school is required to inform relevant staff who fall within the scope of **Disqualification under the Childcare Act 2006** and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

24. The Safeguarding Curriculum

Woolton Primary School ensures that safeguarding is woven throughout the curriculum so that children progressively develop the knowledge, language, confidence and trusted relationships needed to seek help and keep themselves and others safe. The curriculum is reviewed against KCSIE 2026, statutory RSHE/Health Education requirements, online-safety risks, local safeguarding patterns and the needs of pupils with SEND and other vulnerabilities.

24.1 Curriculum delivery

- Safeguarding messages are embedded across the Relationships Education, Relationships and Sex Education (RSE), Health Education and PSHE curriculum.

- Key themes are revisited and built upon year-on-year to ensure children gain a secure and age-appropriate understanding of safety, consent, and healthy, respectful relationships.
- Safeguarding is reinforced through assemblies, themed weeks, visiting speakers, enrichment activities, and cross-curricular links (e.g. in computing, science, PE and English).
- Preventative education is delivered in the context of our whole-school approach to personal development and preparation for life in modern Britain.

24.2 Key topics include:

- Online safety: safe use of the internet, social media, and gaming; understanding digital footprints; managing online friendships; responding to cyberbullying; recognising online grooming and inappropriate content.
- Healthy relationships: respect, consent, personal boundaries, recognising abuse and harassment, understanding peer pressure.
- Wellbeing and resilience: recognising emotions, managing worries, help-seeking behaviours, building resilience.
- Exploitation and risk: understanding the dangers of grooming, criminal and sexual exploitation, county lines, radicalisation, gangs, and substance misuse.
- Bullying and discrimination: anti-bullying, celebrating diversity, challenging stereotypes, and understanding prejudice-based bullying (including racism, homophobia, biphobia and transphobia).
- Practical safety: road safety, fire safety, water safety, railway safety, and basic first aid.

24.3 Tailored approaches

- The safeguarding curriculum is adapted to be fully inclusive, meeting the needs of children with SEND, disabilities, and other vulnerabilities.
- Personalised support and tailored sessions are provided where needed for pupils who may be more vulnerable to particular risks, including those who have experienced trauma or abuse.

24.4 British values
Through the curriculum, children develop an understanding of the rule of law, democracy, individual liberty, tolerance and respect. They are taught to value diversity and to respect people of all faiths, beliefs, and backgrounds.

24.5 Review and responsiveness

- The safeguarding curriculum is under constant review to ensure it reflects both national and local safeguarding priorities.
- Emerging issues identified through safeguarding patterns in school or within the local community (for example, online trends, local exploitation risks, or community safety issues) are incorporated promptly into the curriculum.

The Designated Safeguarding Lead will work closely with the PSHE/RSHE/RSE lead to ensure a consistent approach to delivering key safeguarding messages throughout the curriculum, and that the curriculum appropriately reflects and responds to the needs of the school community.

25. Safeguarding Children in Off-Site Alternative Provision

Woolton Primary School recognises that commissioning off-site alternative provision does not transfer our safeguarding responsibility. WPS will maintain oversight of suitability, safeguarding, attendance, known whereabouts, SEND/health information, child voice, educational progress and review. Providers must report safeguarding concerns and absence without delay, and WPS will use current statutory alternative-provision and attendance guidance.

Our procedures include:

- **Approval and commissioning:**
  - Any off-site provision must be quality assured and approved by the Headteacher and governors.
  - Safeguarding checks are undertaken in advance, including confirmation that the provider has an up-to-date safeguarding policy, safer recruitment procedures, and appropriate staff training.
- **Information sharing:**
  - The DSL shares relevant safeguarding, health, SEND, and behaviour information with the alternative provider, ensuring confidentiality and proportionality.
  - Emergency contact details, medical information, and agreed support strategies are provided.
- **Attendance and monitoring:**
  - The provider must notify the school of daily attendance. Absences are followed up immediately in line with our attendance policy.
  - A named member of WPS staff monitors each placement and acts as the key contact for the child, their family, and the provider.

- **Safeguarding oversight:**
  - The DSL maintains oversight of safeguarding arrangements for all children in alternative provision.
  - The provider is required to report any safeguarding concerns to the DSL without delay.
  - Where necessary, concerns will also be raised with the Local Authority Designated Officer (LADO) or other agencies in line with our safeguarding procedures.
- **Review and accountability:**
  - Regular review meetings are held (at least termly) with the child, family, provider, and school staff to monitor progress, wellbeing, and safeguarding.
  - Alternative provision placements are recorded on CPOMS, with clear notes of contact and reviews.
  - Governors are informed of the use of alternative provision through safeguarding reports.
- **Curriculum and inclusion:**
  - The curriculum offer at the alternative provider is expected to complement the child's learning pathway and provide opportunities for personal development, resilience, and safety education.
  - WPS ensures that safeguarding messages from our curriculum (e.g. online safety, healthy relationships, resilience) are reinforced and remain consistent while the child is placed off-site.

When identifying that a child would benefit from attending off site provision, our school will undertake an assessment to determine that this placement is in the best interests of the child. We will ensure that the provision identified is suitable to meet the needs of that child. The school will retain responsibility for the safeguarding of any pupils we place in off-site provision. The school will undertake appropriate quality assurance checks to ensure that it is a safe place for the child to attend and will draw upon the specific guidance in the Schools' Safeguarding Handbook relating to this. The school will obtain written confirmation from the provider that the appropriate safeguarding checks have been carried out in respect of individuals working at the establishment. The school will have a formal agreement with the alternative provision and parent/carer regarding when the pupil should attend and what procedures that will be followed should the child not attend the placement. The school will ensure it seeks the views of the young people at off-site provision to ensure they feel happy and safe. When commissioning places at alternative provision, the school will pay due regard to **Working together to improve school attendance**, **Alternative provision – DfE Statutory Guidance** and **Education for children with health needs who cannot attend school – DfE Statutory Guidance**.

Our school is responsible for the safeguarding and welfare of pupils who are educated off site. We will ensure that the appropriate coding is used within attendance registers. If we use the B code, we have confirmed that the child is attending an education provision that is supervised, and measures have been taken to safeguard the pupil. We will ensure that we have arrangements in place where the provider of the provision will notify the school of any absences. Our attendance policy will be followed in these circumstances.

26. Complaints and Whistleblowing

Complaints about safeguarding should follow the school's complaints policy.

The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body, whose contact details should be readily available to staff.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general advice on whistleblowing can be found at whistleblowing for employees
- the NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk.

27. Escalation and Resolution

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution, which can be found here: https://liverpoolscp.org.uk/scp/professionals-volunteers/lscp-resolution-procedure

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professionals meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

28. Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection. As a result, safeguarding and child protection is at the heart of everything and underpins all policy and procedures within our school.

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

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, or extra-familial harm, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

In order to maintain a whole school approach to safeguarding, our school community will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors.
- Promote a caring, safe and positive environment within the school.
- Ensure that the school site is a safe, secure and welcoming place to learn and grow.
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding messages across the full curriculum, including RSHE/PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include e.g. staying safe online, anti-bullying, e-safety, road safety, pedestrian and cycle training, focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
- Offer a positive school experience.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Ensure that all staff, volunteers, governors, policies and procedures operate with the best interests of the child at their heart.

In particular, at Woolton Primary School this will include:

- Online safety education throughout the computing and PSHE curriculum, including the safe use of devices, responsible use of apps and games, recognising unsafe contact, and understanding digital footprints.
- **Anti-bullying work**, including active participation in Anti-Bullying Week, use of restorative practice, and regular pupil voice surveys to monitor impact.
- **Road safety and pedestrian training**, delivered in partnership with the Local Authority road safety team, with age-appropriate sessions starting in Key Stage 1.
- Cycle training (Bikeability) in Key Stage 2 to promote safe independent travel.
- **Transition work in Year 6**, including personal safety, resilience, positive peer relationships, and preparation for independent travel to secondary school.
- **Respectful relationships and consent education**, embedded across RSHE, taught in an age-appropriate and stage-appropriate way, with a strong focus on kindness, boundaries, and respect.
- **Positive mental health and wellbeing**, with lessons on recognising and managing feelings, resilience-building, and knowing where to seek help.
- **Work on recognising exploitation and grooming**, including age-appropriate resources to prepare pupils for risks such as peer pressure, online grooming, sexting, county lines and radicalisation.
- **Personal safety workshops**, including NSPCC "Speak Out, Stay Safe," fire safety sessions, and visits from external agencies such as the police and local health services.

29. Early Years Safeguarding

In addition to Keeping Children Safe in Education 2026, WPS complies with the EYFS statutory framework for group and school-based providers. From 1 September 2026 this includes strengthened welfare and safeguarding requirements. WPS will ensure that:

- Suitable people: required recruitment, identity, qualification, suitability and criminal-record checks are completed before staff begin work where the framework requires this. The September 2026 changes strengthen requirements relating to volunteers and ongoing suitability; WPS will not rely on supervision alone as a safeguarding control.
- Training: Safeguarding training for staff includes specific information relevant to the age and stage of our EYFS cohort, and incorporates requirements from the EYFS framework. Training covers early identification of developmental concerns, attachment, communication, and early signs of abuse or neglect.
- Attendance: If a child is absent from the setting, staff will follow the procedures set out in our Attendance Policy. This includes making contact on the first day of absence and following up any prolonged absence, regardless of whether the child is of statutory school age.
- Mobile devices, technology and screens: personal devices are not permitted for photographing or recording children. School-owned technology will be used in line with Online Safety, Data Protection and Staff Code requirements. EYFS practice will have regard to the DfE screen-use guidance and will consider why, when and how screens are used, including privacy and safeguarding implications.

Banned dog breeds: WPS will comply with the EYFS registration and safeguarding requirements relating to banned dog breeds and will not provide childcare in circumstances prohibited by the framework.

- Safer sleep: where children sleep on the premises, WPS will follow the explicit safer-sleep requirements in the EYFS framework, including appropriate sleep arrangements, supervision, risk assessment, information from parents and frequent checks.
- Changing and toileting: The school provides suitable, hygienic changing facilities for children in nappies. Privacy for children is respected during nappy changing and toileting, balanced against safeguarding considerations. Clear protocols are in place for intimate care, and staff follow safer working practice guidance.
- Supervision: Staffing arrangements always meet the needs of the children to ensure their safety. Children are adequately supervised at all times, including while eating. They remain within sight and hearing of supervising staff.
- At least one person with a current paediatric first aid (PFA) certificate is present and available at all times when children are on site, and will accompany children on all outings or visits off-site. PFA certificates are renewed every three years.

30. Monitoring and Quality Assurance

Policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy and the procedures set out within it. The aim of monitoring and evaluating the child protection policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect.

Monitoring and evaluation will be done by checking whether the standards from the child protection policy are implemented and whether safeguards are working and will be undertaken throughout the year by the Designated Safeguarding Lead, the Headteacher and the Chair of Governors. Activities which could form part of the ongoing monitoring of effectiveness are:

- Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection, etc.
- Scrutiny of the school's annual 175 safeguarding audit by the Chair of Governors and Link Governor for Safeguarding, alongside the full governing body having oversight of any actions arising from the audit.
- Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending.
- Methods such as regular 'safeguarding training questionnaires' used to evidence the effectiveness of staff training and their understanding of Part 1 of Keeping Children Safe in Education.
- Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection, or use of questionnaires to evidence this
- Safeguarding learning walks designed to evidence and test out key safeguarding standards
- Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times.

Our school will also draw upon additional quality assurance activities and templates referenced within the SIL Schools Safeguarding Handbook e.g. Single Central Record Checklist, Personnel Record Checklist and the Headteacher's Quality Assurance Checklist.

Pre-Issue Assurance — Before ratification, leaders should confirm named roles, current Liverpool contact/referral details, filtering/monitoring responsibilities, Operation Encompass Key Adult cover, and any final DfE information-sharing guidance published after this revision.

Appendix A: Safeguarding Curriculum Map

The safeguarding curriculum is sequenced across all year groups to ensure progression and age-appropriate coverage.

Year Group	Online Safety	Relationships & Consent	Wellbeing & Resilience	Bullying & Discrimination	Exploitation & Risk	Practical Safety & British Values
EYFS	Using tech safely, asking for help	Friendship, sharing, feelings	Recognising emotions	Kindness, difference	Safe/unsafe touches	Road safety basics; respect & fairness
Year 1	Keeping personal info private, safe gaming	Respecting others, good/bad secrets	Worries and help-seeking	Simple anti-bullying, fairness	Strangers & trusted adults	Road & fire safety; class rules
Year 2	Being safe online, managing screen time	Family & friendship roles, safe/unsafe contact	Identifying worries	Anti-bullying, respect differences	Intro to grooming risks	Water safety, 999 calls; rights & responsibilities
Year 3	Digital footprints, cyberbullying	Boundaries, peer pressure	Managing emotions	Prejudice & stereotypes	Intro to exploitation & gangs	Cycling/rail safety; democracy
Year 4	Safe messaging, online reputation	Consent in friendships	Positive self-talk	Homophobic language, family respect	Grooming & county lines intro	Fire & water safety; rule of law
Year 5	Safe use of apps, online reputation	Healthy relationships, harassment	Coping with stress	Racism & discrimination	Radicalisation, criminal exploitation	First aid recovery position; democracy & justice
Year 6	Sexting, inappropriate sharing	Consent in depth, harassment	Transition resilience	Challenging stereotypes, diversity	CSE, grooming, substance misuse	CPR, emergency safety; British values

Appendix B: Safeguarding Checklist for Alternative Provision

Before approving any off-site alternative provision, Woolton Primary School will ensure the following checks are completed:

- Safeguarding policy in place and shared with WPS.
- Confirmation of DBS checks for staff and safer recruitment practices.
- Confirmation of staff safeguarding training.
- Attendance procedures established, with same-day notification of absence.
- Named contact at provision and WPS identified.
- Agreement on safeguarding escalation procedures to DSL.
- Health and safety risk assessment completed.
- Insurance and liability documents checked.
- Regular review meetings scheduled with child, family, and provider.