

SAFEGUARDING and CHILD PROTECTION POLICY

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Next review: Autumn 2026

Signed: *M. Tatters*



SAFEGUARDING AND CHILD PROTECTION POLICY INDEX

Purpose	3
Mission Statement	4
Aim	5
Principles	5
SEND Pupils	8
Private Fostering	9
Child Sexual Exploitation	10
Sexual Harassment and Sexual Violence between Children	11
Sexual Violence and or Sexual Exploitation	11
Child-on Child abuse	13
Bullying	14
Criminal Exploitation of Children	15
County Lines	15
Mental Health	16
Forced Marriage	16
Honour Based Abuse	18
Domestic Abuse	18
Children with a Social Worker	20
Radicalisation	20
Curriculum	23
FGM	23
Forms of Abuse	25
Extra-Familial Harms	27
Signs of Possible Abuse	26
How to Deal with a Disclosure of Abuse	30
Guidance to complete an incident/concern on CPOMS	31
Senior Designated Person	32
Training	33
Low Level Concerns about Staff Behaviour	34
Staff Allegations	36
Governing Body Roles and Responsibilities	36
Confidentiality	37
Children who are Absent from School	38
Emergency Contacts	39
Monitoring, Evaluation and Review	39
Whistleblowing Out of School Providers	40
Whistleblowing	40
Local Issues	40
On Line Safety	40
Related Policies	42

Safeguarding and Child Protection Policy

Designated Person for Safeguarding: Headteacher: Maggie Nowak 0208 890 6306
Deputy Heads: Helen Osei 0208 890 6306
Cherise Seevakreedam 0208 890 6306

Designated Deputy Persons for Safeguarding: Gursharan Kalyan 0208 890 6306
Karen Collins 0208 890 6306

Named Governor for Safeguarding: Luisa Dobson

Lead Officers for Safeguarding in education, Hounslow: Local Authority Designated Officer New enquiries and referrals against professionals Tel: 020 8583 5730
Email: childrensocialcare@hounslow.gov.uk

The purpose of the Safeguarding Policy

Cardinal Primary School recognise that it has an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004 and the Education Act 2002. The overall intention and purpose behind the school's Safeguarding Policy is underpinned by the fundamental principle of the Children Act 1989: '**...the welfare of the child is paramount**'

Keeping Children Safe in Education 2025 states

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

The policy is in response to:

- i) The Children's Act 1989 and 2004
- ii) Sections 175 and 157 of the Education Act 2002, implemented in June 2004
- iii) Keeping Children Safe in Education (2025)

Cardinal Primary School Safeguarding and Child Protection

iv) The Education (Pupil Information) (England) Regulations 2005

It is in line with:

Hounslow Safeguarding Board Safeguarding Procedures

Working Together to Safeguard Children, (Updated Dec 2023)

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?mc_cid=44cbca3415&mc_eid=21469e4b59

Information Sharing (2024)

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/information-sharing-advice-for-practitioners-providing-safeguarding-services-for-children-young-people-parents-and-carers)

What to do if you're worried about a child being abused (March 2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Multi-Agency Practice Guidelines: Female Genital Mutilation (2020)

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/hm-government-multi-agency-statutory-guidance-on-female-genital-mutilation)

Prevent Duty (2023)

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-england-and-wales-2023)

Statutory Framework for Early Years Foundation Stage

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

Cardinal Primary School Staff are required to read:

Keeping Children Safe in Education 2025 Part 1 and Annex A which includes

Children who are Absent from School

Staff Code of Conduct

Safeguarding and Child protection Policy

School's Behaviour Policy

Cardinal Primary School recognises that:

"Schools are particularly well placed to notice children in need of help and also to notice when there are more serious concerns about their safety." Professor Eileen Munroe Page

2 of 10

Mission Statement

The Safeguarding programme seeks to ensure the physical and emotional well-being of the child, and to support the child's development in ways, which will foster security, enable children to feel safe, secure and listened to and encourage confidence, support

Cardinal Primary School Safeguarding and Child Protection

their mental and physical health and independence. As it is fundamental to the well-being of the individual, it is considered an intrinsic part of all aspects of the curriculum. Staff and volunteers are encouraged to talk about concerns and staff understand in exceptional circumstances they may report concerns directly to social care. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Aim

The welfare of the child is of paramount importance, and therefore, the overall aim of the school is to create a culture of vigilance, safeguarding and promoting the welfare of the children in our care and ensuring that safeguarding issues are explored as part of the curriculum. At Cardinal Primary School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Curriculum

Children at Cardinal Primary School are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Principles

We believe that every child has the right to be protected from harm or abuse in whatever form, and to feel confident and safe in the school environment, and beyond.

It is the responsibility of all members of the school's staff and all of those who are exposed to the children of Cardinal Primary School to be vigilant for signs of suspected child abuse, and to report all concerns to the Designated Officer or Deputy Officer in the absence of the Designated Officer. Our school recognises embraces its legal duty to work with other agencies in protecting children from harm and responding to child abuse. The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school recognise when they are at risk and how to get help when they need it. KSCIE 2025 paragraph 17 Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered 'that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as

Cardinal Primary School Safeguarding and Child Protection

harmful...This should not prevent staff from having a professional curiosity and [speak] to the DSL'. It is also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

Confidentiality is of prime importance, and must be respected at all times.

This policy applies to all staff, governors and volunteers working in the school. It also includes visitors. There are five main elements to our policy.

Everyone at Cardinal Primary School shares an objective to help keep children safe by:

- 1) ensuring we practice safe recruitment in checking the suitability of staff and volunteers who work with our children;
- 2) raising awareness of Safeguarding issues and equipping our children with the skills and knowledge needed to keep them safe;
- 3) implementing and reviewing procedures and reporting cases, or suspected cases of abuse;
- 4) supporting pupils who have been abused in accordance with his/her agreed Safeguarding plan;
- 5) supporting children's mental and physical health or development
- 6) establishing a safe environment in which children can learn and develop and where their spiritual, moral social and cultural education is valued.

We recognise that because of the daily contact with children, school staff are well placed to observe the outward signs of abuses and note significant changes in children's emotional behaviour. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure children know that there are adults in school who they can approach if they are worried;
- include opportunities in the curriculum for children to develop the skills they need to recognise when they are at risk and how to get help when they need it and stay safe from abuse and to develop their spiritual, moral, social and cultural awareness.

We will follow the procedures set out by the Hounslow Safeguarding Children Board (hscb.org.uk) and take account of guidance issued by OFSTED and the Department of Education to:

- ensure we have designated senior persons (Maggie Nowak), (Helen Osei EY/KS1) and (Cherise Seevakreedam KS2) who receive appropriate training and support for their role. They are supported by Deputy DSLs Gursharan Kalyan EY/KS1 and Karen Collins KS2.

Cardinal Primary School Safeguarding and Child Protection

- ensure that we have a designated governor responsible for Safeguarding (Luisa Dobson);
- ensure that every member of staff (including temporary staff, volunteers, supply staff, visitors etc) and the governing body knows who the designated senior person for Safeguarding is and their role;
- ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding;
- ensure that parents have an understanding of the responsibility placed on the school and staff for Safeguarding by setting out its obligations on the website and in school publications;
- notify Children's Services if there is any absence of a pupil who is subject to a Safeguarding Plan;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding matters, including attendance at case conference and core group meetings;
- keep written records of concerns about children, even when there is no need to refer the matter immediately;
- ensure that all written records are kept securely; separate from the main pupil file, and in a locked location;
- follow procedures where an allegation is made against a member of staff or volunteer by contacting the Local Authority Designated Officer and following their direction Tel: 020 8583 5730
- ensure that safer recruitment practices are always followed;
- maintain a single central record of all vetting and recruitment checks;
- ensure that all agencies who refer staff to us e.g. supply agencies, ITT institutions; LA staff etc are vetted;
- induct every adult and student who spend time in school ensuring their full awareness of our Safeguarding Policy, safety and any other relevant safeguarding policies and procedures;
- ensure that all staff receive regular training/briefing in Safeguarding to keep their knowledge and understanding fully up to date;
- ensure that the Governing Board are fully informed of the numbers of children subject to Safeguarding Plans, provision for vulnerable children, progress of identified groups etc and complete the annual audit requested by the LA.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Cardinal Primary School may be the only stable, secure and predicable element in the lives of children at risk. When at school their behaviour may be challenging and

defiant or quiet and withdrawn. Cardinal Primary School will endeavour to support our pupils through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives our pupils a sense of being valued;
- the school Behaviour Policy which is aimed at supporting vulnerable pupils at Cardinal Primary School, we will ensure that every child knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support pupils such as Children's Services, Child and Adult Mental Health Services, Education Welfare services, bereavement services etc;
- ensuring that, where a child subject to a Safeguarding Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed. We request that the receiving school signs our form and returns it to the school to let us know they have received the relevant paper work

SEND Pupils

- Apply Child Protection Procedures to disabled children as to non-disabled children
- Understand particular issues, which influence the safety and welfare of children with special educational needs or disabilities or certain health conditions, can face additional safeguarding challenges.
- Safeguarding disabled children's welfare is everybody's responsibility, and given that we know that disabled children are more vulnerable to abuse than non-disabled children, awareness amongst professionals about safeguarding disabled children and what constitutes best practice, is essential.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

- These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Cardinal Primary School we provide the support and attention for these children], along with ensuring any appropriate support for communication is in place.

Safeguarding disabled children practice guidance should be read. Please follow the link; https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Private Fostering

In January 2014, Ofsted published a report called 'private fostering: better information, better understanding'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though it is an offence not to inform them. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005' and came into force following the death of Victoria Climbié in 2000. Her great aunt privately fostered Victoria.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department if aware of such arrangements.

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the

private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

[Child sexual exploitation - Definition and a guide for practitioners](#)

Further Links

Harmful Sexual Behaviour Framework (NSPCC)

[Safeguarding and child protection in your sector | NSPCC Learning](#)

Impact on any siblings

It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Sexual Violence and Harassment between children

Sexual Violence and Sexual harassment between children

KSCIE 2025 Part 5

Context

- Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never

acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

- It is more likely that girls will be the victims of sexual violence and more likely, boys will perpetrate that sexual harassment.
- Sexual violence and sexual harassment are not acceptable and will never be tolerated and is not an inevitable part of growing up;
- Sexual violence or sexual harassment are not accepted as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- We challenge behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. We do not dismiss or tolerate such behaviour risks as it is normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Cardinal Primary School, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak.

Sharing nudes and semi-nudes (previously known as ‘sexting’)

- In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (March 2024); and Child sexual abuse material generated by artificial intelligence (June 2025) (NCA/CEOP/IWF).

Please refer to the link below to read the guidance in Sexting in schools and colleges:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Sexual Violence and/or Sexual Harassment (see KCSIE 2025)

Considering confidentiality and anonymity is covered including situations where the young person asks the school not to tell anyone about the incident; making referrals against the wishes of the young person; and considering the potential impact of social media breaching confidentiality. It is important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Risk Assessments

Report of sexual violence or sexual harassment should include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

It is important that we are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration

KCSIE 2025 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Child on Child Abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people. We follow guidance given to

Cardinal Primary School Safeguarding and Child Protection

schools and colleges by the UK Council for Internet Safety (UKCIS) which was updated in March 2024 to include guidance on sharing nudes and semi nudes and also Child sexual abuse material generated by artificial intelligence (June 2025) (NCA/CEOP/IWF).

Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

We have systems to minimise the risk of child-on-child abuse and to deal with it in a timely way when it does happen.

All staff and Governors are clear as to the school's policy and procedures concerning child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

- the systems in place (are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- allegations of child-on-child abuse will be recorded on CPOMs , investigated and dealt with;
- Victims, perpetrators and any other children affected by child-on-child abuse will be supported according to the need of the scenario including siblings
- Any reports of sexual violence or harassment will include times and location so risk assessments can be put into place to make the location safer
- Staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;
- There is a zero-tolerance approach to abuse, and it should never be passed off, for example, as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
- it is recognised that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously; and
- the different forms child on child abuse can take, such as:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment.

Key Areas Where Child on Child Abuse Occurs

Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”.

Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It is usually repeated over a long period and can hurt a child both physically and emotionally.

A child that is being bullied can feel like there is no escape because it can happen wherever they are, at any time of day or night. There are many different forms of bullying:

‘Cyberbullying’: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;

Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;

Acting on Disclosures

Any incidents will be recorded on CPOMS, investigated and actions to be taken. Both the victim and perpetrator will need support and will be put into place according to the individual’s needs.

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered ‘that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful...This should not prevent staff from having a professional curiosity and [speak] to the DSL’.

Criminal Exploitation of Children

Children who are trafficked, exploited or coerced into committing crimes are victims in need of safeguarding and support

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

Cardinal Primary School Safeguarding and Child Protection

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

It is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (from both home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Mental Health

All staff at Cardinal Primary School are 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.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that are a concern

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated lead or a deputy by entering their concern on CPOMs and involve the Learning Mentor.

Forced Marriage

Introduction

Forced Marriage is when someone faces physical pressure to marry (e.g. threats, physical or sexual violence) or emotional and psychological pressure (e.g. being made to feel they are bringing shame on the family).

Forced marriage should not be confused with **arranged marriage**, which is where the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people.

Forced marriage for anyone under 18 is a child protection matter. While it is unlikely that a pupil attending Cardinal Primary School will be forced to marry, it is possible that an older sibling may be and/or a forced marriage may be discussed/planned for a later date.'

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Keeping Children Safe from Forced Marriage at Cardinal Primary School

The school has an ethos that encourages children to feel safe and confident to share any concerns or worries they have with a member of staff.

All children at Cardinal Road Infant and Nursery School are made aware of their right to have their voice heard and how to get help if they need it

Staff know what forced marriage is, feel empowered to raise the subject with parents as, and when they feel it is necessary. Any conversation of this nature will be reported to a member of the Senior Leadership team.

Acting on a disclosure

Forced marriage is a culturally sensitive area. It is important that staff are neither overly suspicious about cultural difference nor ignore worrying signs on the basis that they might be thought racist for raising them.

If a member of staff becomes aware or concerned about a possible forced marriage for a pupil or a sibling of a pupil they should discuss their concerns with the Child Safeguarding lead.

Where there is a disclosure of FGM it is important that staff know what their statutory response should be. 'Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'

The mandatory reporting procedures say: 'It is recommended that you make a report orally by calling 101, the single non-emergency number. "Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate'. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

The procedures also set out what information is needed, in order to make a report.

See here: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

Further Guidance: Forced Marriage Unit—[Forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Honour Based Abuse

Honour based abuse is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour-based violence might be committed against people who:

become involved with a boyfriend or girlfriend from a different culture or religion

want to get out of an arranged marriage

want to get out of a forced marriage wear clothes or take part in activities that might not be considered traditional within a particular culture

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;

(b) violent or threatening behaviour;

(c) controlling or coercive behaviour;

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

Cardinal Primary School Safeguarding and Child Protection

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

[Statutory definition of domestic abuse factsheet - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614222/Statutory_definition_of_domestic_abuse_factsheet_-_GOV.UK_(www.gov.uk).pdf))

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The school is part of Operation Encompass *and is alerted to incidents that cause concern* Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

See Operation Encompass website: <https://www.operationencompass.org/>

Staff members will contact the Operation Encompass advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm, Monday to Friday on 0204 513 9990 (charged at local rate).]

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

It can include:

- **Physical violence**
Like hitting, kicking, punching, pushing, hair-pulling.
- **Threats**
This includes threatening to hurt you, another person in your family, or a pet or threatening to stop money for food or bills.

- **Sexual violence**
Making another person do something sexual when they do not want to, or making someone watch sexual material on the internet or television.
- **Controlling someone's finances**
This includes not allowing somebody to spend their own money or not giving them money for basic things such as food, nappies for babies, or clothes.
- **Controlling someone's life**
This could include stopping someone from going to work or school.
- **Cultural or 'honour' violence**
This includes being hurt or abused as a punishment for something that is not seen as culturally acceptable by your community or family. It can include being forced to marry someone.

How abuse can affect children

Adults often think that children and young people aren't affected by the violence if they do not see all the fighting. However, this is not true. Even if a child or young person does not see the shouting or the hitting, they've probably heard it or seen their parent bruised or upset after an argument.

In 90 per cent of cases of domestic abuse, the children or young people are in the same or next room as where the violence is taking place (Hughes, 1992). There is also a higher risk that some children and young people will be abused as well.

Children and young people can 'witness' domestic abuse in many different ways. For example, they may get caught in the middle of an incident in an effort to make the violence stop. They may be in the room next door and hear the abuse or see their mother's physical injuries following an incident of violence. They may be forced to stay in one room or may not be allowed to play. They may be forced to witness sexual abuse or to take part in verbally abusing the victim.

All children and young people witnessing domestic abuse are being emotionally abused. Understandably, children and young people who have experienced domestic abuse will feel many different emotions. Each child or young person will deal with their emotions differently.

When working with a child who has been living with domestic abuse, we make sure that they talk to someone about what they have seen, what their worries are and what is happening either to them or at home.

It is normal that they may withdraw, feel upset, angry or confused. We support them in expressing these feelings more positively, in ways that are not abusive or damaging to themselves or those around them.

Children with a Social Worker

At Cardinal Road, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

Cardinal Primary School Safeguarding and Child Protection

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We consider these needs when making plans to support pupils who have a social worker.

Statement to Combat Radicalisation at Cardinal Primary School

Cardinal Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school, we recognise that safeguarding against radicalisation is equally as important as safeguarding against any other vulnerability.

At Cardinal Primary School all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this statement, the Governors have taken account of the guidance from the Department for Education (DfE) who have called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

Definitions and Indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Extremism embraces a wide range of ideologies, and should not be seen as only in the context of Islam, or Black Power. Young people are equally at risk from white supremacism.

Cardinal Primary School recognises the responsibility to protect children and young people from extreme and intolerant views as these can foster an environment where radicalisation can flourish. The Governing Body will not tolerate extremist activities of any sort.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Aims and Principles

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues '*could not happen here*' and ensure that school staff work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

Cardinal Primary School Safeguarding and Child Protection

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the procedures when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Pupils are supported in making good choices right from when they join the school, so that they understand the impact and consequences of their actions on others.
- Staff will be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.
- Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead or deputy making a Prevent referral.

The Designated Safeguarding Leads have received training about the Prevent Duty and tackling extremism and are able to support staff with any concerns they may have.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

Cardinal Primary School Safeguarding and Child Protection

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at Cardinal Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues, which affect the area in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation '*could not happen here*' and to refer any concerns through the appropriate channels (currently through our Designated Safeguarding Officer or Deputy Designated Safeguarding Officer). There is a VTR form to complete Vulnerable to radicalisation.

London Borough of Hounslow contact: Mrs Joan Conlon | Community Inclusion and Participation Manager (Prevent Lead)

London Borough of Hounslow Office: 020 8583 2197 Email:

joan.conlon@hounslow.gov.uk



Staff Training

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on

The Role of the Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We promote respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations.

It is recognised that children with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them. Our children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Review This statement to combat radicalisation will be reviewed annually as part of the Safeguarding policy review.

Reference Documents:

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

Counter Terrorism and Security Act 2015

Prevent Strategy HM Government June 2011

Channel: Protecting vulnerable people from being drawn into terrorism (A guide for local partnerships) HM Government October 2012

Female Genital Mutilation

Introduction

Female genital mutilation (FGM), is sometimes referred to as female circumcision and refers to procedures that intentionally alter or cause injury to the female genital organs for non- medical reasons. The practice is illegal in the UK. It is also illegal to take a British national or permanent resident out of the UK abroad for FGM. The maximum prison sentence for carrying out FGM or helping it to take place is 14 years. It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the hidden nature of the crime.

The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There are also worries that some girls may have FGM performed in the UK.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts.

FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities with first generation. Immigrants, refugees and asylum seekers. London has been identified as an area where FGM occurs.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Immediate effects

- severe pain
- shock
- bleeding
- wound infections, including tetanus and gangrene, as well as blood borne viruses such as
- HIV, hepatitis B and hepatitis C
- inability to urinate
- injury to vulval tissues surrounding the entrance to the vagina and damage to other organs nearby, such as the urethra (where urine passes) and the bowel
- FGM can sometimes cause death

Long-term consequences

- chronic vaginal and pelvic infections
- abnormal periods
- difficulty passing urine, and persistent urine infections
- kidney impairment and possible kidney failure
- damage to the reproductive system including infertility, cysts and the formation of scar tissue
- complications in pregnancy and new-born deaths
- pain during sex and lack of pleasurable sensation
- psychological damage including low libido, depression and anxiety (see below)
- flashbacks during pregnancy and childbirth
- the need for later surgery to open the lower vagina for sexual intercourse and childbirth

Psychological and mental health problems

Case histories and personal accounts taken from women indicate that FGM is an extremely traumatic experience for girls and women, which stays with them for the rest of their lives.

Young women receiving psychological counselling in the UK report feelings of betrayal by parents as well as regret and anger

Signs of FGM that we look out for

- Prolonged or repeated absences from school.
- Difficulties walking standing or sitting.
- Changes in behaviour – withdrawn, anxious or depressed.
- Drop in academic performance.
- Spending prolonged amounts of time in the toilets.
- Avoiding PE or other physical activities.

If any family informs the school about a prolonged trip abroad, the possibility of FGM is considered. The Headteacher and/or Deputy Headteachers or our Parent Support Advisor will meet with the parents to ensure they are aware of the legal position.

Keeping Children Safe from FGM

We have an ethos that encourages children to feel safe and confident to share any concerns or worries they have with a member of staff.

Staff members are alert to children talking about 'going away for a special procedure' or 'about to become a woman'

In the event of a concern

If a member of staff suspects a child is at risk of, or has already undergone, or receives a disclosure about FGM, they will be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken. The disclosure should be discussed with the school's Designated Safeguarding Lead. School staff will not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm. FGM will be treated as a child protection concern and will be referred to Hounslow Children's Services as outlined in the main body of the Child Protection Policy and disclosures on FGM about a female under the age of 18 years will be made personally to the police.

Useful Links

FGM helpline—0800 028 3550

ChildLine—0800 1111**Forms of Abuse**

Oral report line 101

Forms of Abuse

All staff know that abuse can occur in a variety of ways:

Physical abuse: 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.

Sexual abuse: Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

‘Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

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

‘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.’

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Potential abuse - children in situations where they have not been abused, but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been harmed, or the household contains a known abuser.

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.'

Extra Familial Harms

The school assesses the risks and issues in the wider community when it considers the well-being and safety of its pupils.

Children can be at risk of abuse or exploitation in situations outside families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation) domestic abuse in their own intimate relationships (teenage relationship abuse) criminal exploitation, serious youth violence, county lines and radicalisation

Signs of possible abuse

Many symptoms are acknowledged as being potential signs of neglect/physical/sexual/emotional abuse. These include the following symptoms, although it must be recognised that these symptoms can occur for other reasons as well:

Physical abuse:

Unexplained injuries/bruises

Untreated injuries

Withdrawal from physical contact

Aggression

Limbs covered even in hot weather

Improbable excuses

Bald patches

Fear of medical help

Fear of returning home

Self destructive tendencies

Emotional abuse:

Physical/emotional/developmental delays

Over-reaction to mistakes

Drug/solvent abuse

Scavenging and stealing

Thumb sucking, rocking, hair twisting

Access to social media

Running away

Self-mutilation

Fear of parents being contacted

Fear of new situations

Inappropriate emotional responses

Neglect:

Constant hunger

Constant tiredness

Poor state of clothing

Frequent lateness

Untreated medical problems

Scavenging/stealing

Poor personal hygiene

Emaciation

Low self-esteem

Non-attendance

Running away

Sexual abuse:

Sudden changes in behaviour/performance

Displays of affection in sexual way

Genital itching

Tendency to cling

Tendency to cry

Unexplained money in possession

Cardinal Primary School Safeguarding and Child Protection

Acting 'like a baby'

Distrust of familiar adults

Wetting and/or soiling

Sleep disturbances and nightmares

Throat & genital infections, VD

Access to social media

Apparent secrecy

Depression, withdrawal

Anorexia/bulimia

Phobias, panic attacks

Fear of undressing

“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”

Radicalisation

Staff need to be vigilant in looking for possible signs and symptoms of radicalisation. The process is where someone has their vulnerabilities or susceptibilities exploited towards crime and or terrorism

Vulnerabilities

Low Self Esteem

Victimisation

Guilt

Loss

Isolation

Family Breakdown

Social Exclusion

Fear

Lack of Purpose

Unemployment

Immigration

Peer Pressure

Charismatic Leader

Internet

Sense of Worth

Desire for revenge

Your role in protecting children.

*Basically, the members of a school's staff need to **be aware:***

be aware of all the possible types of child abuse

be aware of the possible signs of child abuse

be vigilant with the children - some abuse will be very obvious, but most is not.

(Female genital mutilation, child sexual exploitation and radicalisation)

be aware of the Thresholds Guidance

Not all non-accidental injuries will be large or obvious, but it is important to recognise even minor injuries as they could lead to a more serious injury.

- *Often injuries are covered by clothing, and a pupil may therefore be reluctant to undress for P.E etc.*
- ***Pupils must never be made to show an injury, or have their clothing removed without permission. [This is contrary to the Children Act.]***
- *In normal circumstances, parents are only too willing to explain the cause of a genuine accident to their child. **Be vigilant for unexplained injuries, and inconsistent or implausible excuses. Consider self-harm***
- *Suspicious injuries, implausible or inconsistent explanations need to be noticed and noted. If in any doubt, seek advice from the designated person.*
- *A child who is suffering from bullying at school may be reluctant to leave the classroom, go to the toilet or be in the playground.*
- *Be vigilant for signs of abuse displayed through:*
 - *inappropriate role play especially in the home area*
 - *inappropriate knowledge displayed in drawings etc.*
 - *obsessions with eating or not eating*
 - *unexplained changes in behaviour especially clinginess and repeated head or tummy aches*
 - *bullying - a violent child may be on the receiving end of violence at home*
- **Be aware of absenteeism.*
- *Be aware that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected and they may not recognise their experiences as harmful*

How to deal with Disclosure of abuse

If a child chooses to disclose incident/s of child abuse to us, we may have feelings of anger, revulsion, sorrow or fear. The child may also be feeling many of these emotions - accompanied by confusion, guilt, insecurity, fear, a feeling of responsibility or reluctance to trust adults.

There are things, which we as adults can do. We can try to:

***Stay calm** - the child needs us to be calm and in control

***Listen carefully** - and sympathetically **without probing**

***Do not question or put words in the child's mouth** - this can re-live the situation and make further discussion difficult; it also prejudices any possible prosecution

***Note** - the main points calmly and carefully

***Repeat** - these points to make sure that you have understood properly

***Tell and show the child that:**

It was right to tell

We are glad they told us

We believe them

It was not their fault

We are sorry that it happened

Things like this happen to other people too

That we will do what we can to help and protect them

It cannot be kept a secret, as we need to seek help

***Praise** - the child; help them feel strong by telling them they have behaved bravely or done something well.

Important points to remember

***CONFIDENTIALITY** is paramount at all times; information is disclosed to staff on a 'need to know' basis only.

***RECORDS/REPORTS/NOTES/LOGS** must be objective, factual and accurate. There is no place for assumptions, value-judgements, or opinions etc. Record any disclosures or concerns on CPOMS and ensure you send to the Designated Safeguarding Lead and Deputy Safeguarding Lead.

***YOU WILL NEED SUPPORT TOO;** dealing with child abuse and all that it entails is extremely stressful.

Guidance on completing CPOMS

- It is important that incidents/concerns are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.
- Make sure the incident/concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own incident/concern
- Only write about one child for an incident but you can link it to a sibling who attends Cardinal Primary School
- Remember that incident/concern information can be used in court cases and inquests as primary documents, so they must be complete and accurate.
- If you jotted your notes down on a piece of paper whilst talking to the pupil, make sure you accurately record this on CPOMS
- If there is a physical injury, please indicate on the body chart on CPOMS
- Ensure you always send to the Designated Safeguarding Lead and Deputy Safeguarding Lead and whoever else needs to know
- If the Designated Leads are absent, please inform the Deputy Safeguarding Leads. Remember you can make the referral. Follow the procedures on the flow diagram Raising Concerns about Safeguarding for a child
- Do not use email to send your concern/incident; emails are insecure, get missed, go to the wrong person only use CPOMS.
- The safeguarding LA team will be alerted to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.

Safeguarding

The Senior Designated Personnel will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies e.g. Social Care, Local Authority Designated Officer, Prevent/Channel, Police.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Maintain an overview of all children about whom there are concerns i.e. subject to a Children Protection Plan, CiN plan, LAC, CAF or there is a concerns file
- The policies and procedures adopted by the governing body are fully implemented, and understood by all staff.
- Liaise with the Virtual Headteacher who has a responsibility for children in the school
- Ensure the standards for filtering and monitoring are met

Cardinal Primary School Safeguarding and Child Protection

- Sufficient resources and time are allocated to enable staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice concerning children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Regularly check CPOMs for new information
- All eligible staff comply with the regulations related to the Childcare (Disqualification) Regulations 2009 updated on 3 September 2018
- Contribute to any development work within the school
- Ensure parents have access to copies of the Safeguarding and Child Protection Policy which alerts them to the fact that referrals may be made and the role of the school in this.
- Ensure that any visitors, students etc are briefed about the school's procedures during their induction meeting and they are given the safeguarding leaflet
- New staff are inducted on Safeguarding procedures
- Be aware of pupils who have a social worker
- If appropriate for vulnerable pupils to have a Risk Management plan this may include filtering and monitoring technology risks if relevant
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Ensure when children leave the school, that their safeguarding/Safeguarding file is discussed with the Senior Designated Person at the new school, as soon as possible and make sure that this concern file is transferred separately from the main pupil file. A form showing receipt of these documents to their new school will be requested
- Investigate fabricated allegations against staff and report to the GB

All Staff will:

- Be alert to signs of abuse **and** fully aware of how to respond to any disclosures made or any signs of abuse
- Use CPOMS promptly for reporting any causes for concern and record verbal conversations as appropriate
- Use CPOMS to alert the necessary staff in addition to the Designated and Deputy Designated Leads (which includes Senior Members of staff). Remember all staff can make the referral. Follow the procedures on the flow diagram Raising Concerns about Safeguarding for a child
- Ensure they are fully aware of school policies and procedures

Cardinal Primary School Safeguarding and Child Protection

- Behave in a way that ensures that the children in their care are safe from any form of abuse and feel confident that they can speak and be listened to in the event that they want to make a disclosure
- Ensure that the curriculum reflects the essential elements to ensure that children are aware of their rights to be safe and the skills needed to achieve this (appendix 5)
- Adhere to Childcare (Disqualification) Regulations 2009 updated in September 2018
- Follow the Staff Code of Conduct
- Make necessary referrals to Social Care in the absence of the Senior DSLs and the Deputy DSLs
- Safeguarding concerns about the Headteacher should be reported to the Chair of Governors (Governor Safeguarding Lead) and any other Safeguarding concerns about staff should be referred to the Headteacher (HT is DSL)

Training

- The Senior Designated Person will attend training in order to:
- Have a working knowledge of how the Hounslow Safeguarding Children Board operates, the conduct of a Safeguarding Conference, and be able to attend and contribute to these effectively when required to do so.
- The Designated Persons will have undertaken a minimum requirement of training on the “Safeguarding and the Designated Teacher”
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure each member of staff has access to and understands this policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive induction training in liaison with the CPD Leader covering Safeguarding and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns on CPOMS.
- Be proactive in identifying suitable training courses that would develop and enhance their knowledge and attend any relevant or refresher training courses at least every two years.
- Training and annual refreshers will be given to ensure that all staff are able to recognize, respond and deal (professionally and personally) with safeguarding issues.
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns

- All our staff have taken part in annual cybersecurity training

Low Level Concern about Staff behaviour

If there are any concerns about the conduct of other adults in the school, this should be reported to the headteacher; and concerns about the headteacher should go to the Chair of Governors.

(Where there is a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs).

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours 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,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation, which could be misinterpreted, might appear

Cardinal Primary School Safeguarding and Child Protection

compromising to others, and/or on reflection, they believe they have behaved in such a way that they consider falls below the expected professional standards.

(*Staff could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Low-level concerns will be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Staff Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations will be reported to the LADO 'without delay'.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

[Responding to low-level concerns in education | NSPCC Learning](#)

Roles and Responsibilities of our governing board

The governing board is responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

- Ensuring that the school has effective policies and procedures in place in accordance with this policy, and monitor the school's compliance with them.
- Ensuring there is an individual member of the governing board (Ruth Stevens – Chair of Governors) to champion Safeguarding issues within the school, liaise with the designated person about them, and provide information and reports to the governing body. However, it will not be appropriate for that person to take the lead in dealing with allegations of abuse made against the headteacher. That is more properly the role of the chair of governors or, in the absence of a chair, the vice chair.
- Ensuring that the governing board is collectively responsible for the school's safeguarding arrangements. All members of the governing body will undertake training about Safeguarding to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. This is mandatory and needs to be regularly updated.
- Ensuring that the headteacher, and all other staff who work with children, undertake training, which is kept up-to-date by refresher training at three yearly intervals.
- Ensuring the temporary staff and volunteers who work with children are made aware of the school's arrangements for Safeguarding and their responsibilities.
- At Primary School, we recognise that adults working in the school may harm children including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the head teacher without delay (or where it is not possible to the Designated

Safeguarding Lead); any concerns about the head teacher should go to the Chair of Governors who can be contacted through the School Office

- An investigation will be completed if it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
 - ✚ behaved in a way that has harmed a child, or may have harmed a child;
 - ✚ possibly committed a criminal offence against or related to a child;
 - ✚ behaved towards a child or children in a way that indicates he or she 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.
- Exercising their disciplinary functions in respect of allegations against a member of staff or as a consequence of dealing with a complaint.
- Investigate fabricated reports if raised by the headteacher or his/her representative. Fabricated reports could lead to dismissal if were a colleague or exclusion if it were a pupil

Confidentiality

We recognise that all matters relating to Safeguarding are confidential; however, a member of staff must never guarantee confidentiality to a pupil.

Where there is a Safeguarding concern it will be passed immediately to the Designated Senior Person and/or to Children's Social Care.

The Designated Senior Person will disclose personal information, including the level of involvement of other agencies, about a pupil to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children

Information Sharing 2024

"Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared."

"Keeping Children Safe in Education (2024): "The data protection Act 2018 and GDPR do not prevent, or limit the sharing of information for keeping children safe." Paragraph 77 "This includes practitioners to share information without consent."

Information Sharing (2024)

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

We do not need consent to share personal information provided there is a lawful basis to process and personal information required.

Children who are Absent from School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Parents are aware that they must phone school if their child is absent. Admin staff phone every child on the first day of an absence if a parent does not phone by 9am.

Cardinal Primary School Safeguarding and Child Protection

Any absence for child who is subject to a Safeguarding plan or is known to Children's Services will have their absence reported to Children's Services on the first day.

Education Welfare (**020 8583 2773**) will be notified of absences for any children who have a referral to EWO or who have been absent for more than 3 days with no notification from parents.

We follow the **School and Local Authority Off Roll Procedures**

As well as informing Hounslow EWO, we will add any missing children to the database.
<https://sa.education.gov.uk/idp/Authn/UserPassword>

Emergency Contacts

The school will ensure that it has two emergency contacts for each child

Monitoring, Evaluating and Review

- The Governing Board will review this policy annually (or sooner if legislation changes) and assess its implementation and effectiveness.
- The head teacher will report to the chair of governors on a regular basis on Child Protection procedures and Safeguarding
- The Resources Committee have taken on the responsibility of ensuring the safeguarding audit is completed

Out-of-school Providers

We ensure that our out of school providers meets the guidance in 'Keeping Children Safe during community activities and after-school clubs (DfE, 2024).

We follow our safeguarding and child protection procedures where there are concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

KCSIE (2025)

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Alternative Provisions

If Cardinal Primary School places a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil. Extensive liaison takes

place prior to the placement to ensure that we are satisfied that the placement meets the pupil's needs.

Whistle Blowing Policy

The school Whistleblowing Policy has a key role to play in safeguarding children.

. Whistleblowing is when a worker reports suspected wrongdoing at work. Wrong-doing covered by this 'public interest disclosure' includes:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Please refer to the School Whistle Blowing policy if you have a concern and ensure that you report it

Local Issues

Gangs are prevalent and the use of knives in the area is a concern. Proximity to the railway station and buses raises concerns for county lines.

The school is located in an urban area and is surrounded by busy roads. Road Safety is of high importance for our children to understand.

There is a railway station within close proximity to the school and to where many of our families live. Railway safety is also important for our children to understand.

There is a river nearby and a pond in Feltham. Water Safety is included in the curriculum.

Dental decay is above average in the Feltham area. The children are taught how to look after their teeth and the importance of visiting the Dentist.

We pay attention to healthy lifestyles to combat obesity and underweight.

Online Safety

At Cardinal Primary School, we understand the responsibility to educate our pupils on online issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We include working at home online in our curriculum to raise the importance of following safe working practices. To be effective we present information in an age-appropriate way. We are sensitive to the

Cardinal Primary School Safeguarding and Child Protection

specific needs and vulnerabilities of individual children including children who are victims of abuse, and children with special educational needs or disabilities

We are vigilant in considering the 4cs Content/Contact/Conduct/Commerce

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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: 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

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Note that guidance about online learning can be found in the 'Guidance for Safer Working Practices updated February 2022, which can be found here:

<https://saferrecruitmentconsortium.org>

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. We have uploaded advice to families on our website, keep them updated by emails and discuss it in curriculum meetings.

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include [specify those that are in use]:
 - Physical monitoring
 - Live software monitoring
 - Monitoring user logs
 - Monitoring individual devices
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

Cardinal Primary School Safeguarding and Child Protection

- Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

We 'regularly review' the effectiveness of the monitoring and filtering arrangements as included in KCSIE 2025.

Regular reports are analysed and we are constantly ensuring our filtering arrangements are in place.

Related Policies:

- Positive Handling
- Behaviour
- Attendance and Punctuality
- Recruitment
- Whistle Blowing
- Staff Code of Conduct
- Allegations Against Staff
- Confidentiality
- GDPR
- Guidance on managing allegations against the head teacher
- Guidance on Work Experience Students, Volunteers and Students
- Data Protection Policy
- Absent Children
- DBS Policy
- Contractors Working in Schools
- E Policy
- Drugs Policy
- Confidentiality
- Safety Procedures
- Anti-bullying
- Visitors and Outside Agencies Policy
- Freedom of Information Policy
- Toileting Policy
- Health and Safety Policy and Medical Policy
- Sun Safety Policy
- Domestic Abuse Policy
- Looked After Policy
- Behaviour Policy which includes guidelines on the use of reasonable force