



Safeguarding & Child Protection Policy

KCSIE 2026 v1

Document Management

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Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2026-2027

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Louise Akerman	Policy creation	August 2026
Approval	Approved by Governing Body	September 2026

For clarity, throughout this policy the words 'Franch Community Primary School', 'school' and/or 'setting' refer to all childcare services provided on the Franch Community Primary School site; including: Children's Centre, TOTS@Franch, Holiday Club and Breakfast/After School Club.

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Section 1 - Safeguarding Statement

Franche Community Primary School Safeguarding Statement:



At Franche we believe that every child has the right to feel safe and protected. We take our safeguarding responsibilities seriously and maintain an attitude of '*it could happen here*'; we are committed to working within multi-agency partnerships to promote the well-being of children, including their physical health and emotional well-being. We work hard to maintain a climate in which staff, pupils, parents, carers and governors feel able to articulate concerns comfortably, safe in the knowledge that early help and effective action will be taken to support the family.

Our Safeguarding and Child Protection Policy applies to all adults, including volunteers working in or on behalf of Franche Community Primary School. We expect everyone working in or for our school to share responsibility for keeping children safe from harm and abuse and to report concerns to the DSL and/or DDSs. Together we must ensure that all children, their families, our staff and our community feel safe, valued and cared for at all times, and are nurtured to thrive to be the best they can be.

Franche Community Primary School Safeguarding and Child Protection Policy reflects the legal duties, responsibilities and statutory guidance that apply to school. It is informed by the Children Act 1989, the Children Act 2004, the Children and Families Act 2014, Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 (where applicable), the Non-Maintained Special Schools (England) Regulations 2015 (where applicable). [Working together to safeguard children 2026](#) and the Department for Education's statutory guidance, [Keeping children safe in education - GOV.UK 2026](#) and [Children's Wellbeing and Schools Bill 2026](#)

Child Protection and Safeguarding Leads

Governors' Committee Responsible	Pupil Achievement & Well-being
Chair of Governors	Mark Hughes
Designated Safeguarding Lead	Louise Akerman
Prevent Lead	Mrs Dixon
Prevent Lead in the absence of Mrs Dixon	Louise Akerman
Child Exploitation GET SAFE lead	Louise Akerman
Status & Review Cycle	Statutory Annual
Next Review Date	September 2027

Key Personnel Contact Information:

Role	Named Person	Contact Details
Designated Safeguarding Lead	Louise Akerman	01562 751788 ext: 1011 safeguarding@francheprimary.worcs.sch.uk
Deputy Designated Safeguarding Lead	Mrs Dixon	01562 751788 office@francheprimary.worcs.sch.uk
Safeguarding Governor	Mark Hughes	07980 545760 mhughes@francheprimary.worcs.sch.uk
Safeguarding Governor	Jane Bulmer	01562 751788 office@francheprimary.worcs.sch.uk
Headteacher	Mrs Dixon	01562 751788 office@francheprimary.worcs.sch.uk
Chair of Governors	Mark Hughes	07980 545760 mhughes@francheprimary.worcs.sch.uk
Designated Teacher for LAC	Miss Running	01562 751788 Ext: 1008 elr42@francheprimary.worcs.sch.uk
Online Safety Coordinator	Louise Akerman	01562 751788 ext: 1011 safeguarding@francheprimary.worcs.sch.uk

Worcestershire Children's First:

Safeguarding in Education Adviser, WCF:	Denise Hannibal	dhannibal@worcschildrenfirst.org.uk
Family Front Door	01905 822666 (core working hours)	
Family Front Door	01905 768020 (out of hours)	
Local Authority Designated Officer Position of Trust	LADO Portal  LADO Guide.pdf	01905 846221 LADO@worcschildrenfirst.org.uk
Chanel Chair Paul Kinsella Advanced Public Health Practitioner	Paul Kinsella	https://www.worcestershire.gov.uk/prevent-prevention-extremism-and-radicalisation
Prevent Lead	Jim Bayliss	



Franchise Community Primary School

Safeguarding Team



Mrs Akerman
Designated Safeguarding Lead
Ext: 1011



Mrs Dixon
Deputy Safeguarding Lead
Ext: 1002



Mr Watkins
Deputy Safeguarding Lead
Ext: 1009



Miss Running
Deputy Safeguarding Lead
Ext: 1008



Mrs Sinclair
Deputy Safeguarding Lead
Ext: 1010



Mrs McLean
Deputy Safeguarding Lead
Ext: 1013



Mrs Wilson
Deputy Safeguarding Lead
Ext: 1013



Miss Plant
Deputy Safeguarding Lead
Ext: 1003



Mrs Minogue
Deputy Safeguarding Lead
Ext: 1036



Miss Cox
Deputy Safeguarding Lead
Ext: 1023



Mrs French
Deputy Safeguarding Lead
Ext: 1012



Mrs Jevons
Deputy Safeguarding Lead
Ext: 1019/1020



Mrs Vickers
Deputy Safeguarding Lead
Ext: 1019/1020



Mrs Rand
Deputy Safeguarding Lead
Ext: 1021



Miss Jones
Deputy Safeguarding Lead
Ext: 1020

Police: Call 999 if a child is at immediate risk of harm

Family Front Door: 01905 822666

Family Front Door (out of hours team): 01905 768020

Safeguarding Governor: Mark Hughes

Prevent Single Point of Contact (SPOC): Mrs Dixon

LADO: email: <https://www.worcestershire.gov.uk/csp>

Low-level or whistleblowing concern: speak to Mrs Dixon (Headteacher) ext: 1002

Safeguarding is everyone's responsibility. Doing nothing is not an option!

FRANCHE COMMUNITY PRIMARY SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND EXPECTS ALL STAFF AND VOLUNTEERS TO SHARE THIS COMMITMENT

Section 2 - Safeguarding is Everyone's Responsibility!

This section should be read alongside Appendix 1 Recognising and responding to abuse and neglect.

Safeguarding and promoting the mental, emotional, and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Franche Community Primary School. Consequently, anyone who comes into contact with our children and young people has a role to play in safeguarding and child protection.

All Staff at Franche Community Primary School, who work directly with children will read: KCSIE 2026 part 1 and Annex A. Our governing body will also read part 2 about the management of safeguarding.

Franche Community Primary School is a place where everyone is included, contributing and reaching their full potential. Our ethos is a statement of who we are, and it is an expression of our character. We describe our ethos through a particular set of values that inform and provide the foundations for everything we do.

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses, but is not limited to, issues such as:

- Staff conduct.
- Health and safety.
- Bullying.
- Child-on-child abuse.
- Sexually harmful behaviour.
- Provision of intimate care.
- Building security.
- Alcohol, drugs, and substance misuse.
- Positive behaviour management.
- Physical intervention and restraint (reasonable force).
- Online safety.

All our staff have an awareness of safeguarding issues that often overlap and can put children at risk of harm (including but not limited to those listed below).

The following behaviours and indicators can be signs that children are at risk:

- drug taking and/or alcohol misuse.
- unexplainable and/or persistent absences from education.
- serious violence, criminal exploitation (including that linked to county lines), radicalisation.
- consensual and non-consensual making or sharing of nudes or semi-nudes.

This policy should be followed and adhered to in all situations and circumstances when the safeguarding of our pupils is at stake. In accordance with the relevant law and guidance, this policy sets out our procedures for safeguarding and child protection. It applies to all school staff, contractors and agency supply staff and volunteers working in our setting. Our school

recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes.

Some may need family help or intervention from other organisations to overcome problems and keep them safe. Special consideration is made for children looked-after-children and/or those with special educational needs or disabilities.

Franche Community Primary School follows the threshold guidance of [Levels of Need \(Thresholds\) - Worcestershire Safeguarding Boards](#) and implement their systems and protocol for referring families for family help and reporting child protection concerns. DSLs will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

Contextualised Safeguarding Concerns

In our school we must ask, 'what are we protecting our children from?' and consult with the Local Authority, Staff and pupils for their views. This means that in our school all staff will be made aware of specific issues relating to our locality that could impact on the safety of children. We will ensure all staff receive regular safeguarding briefings to keep them up to date and have the opportunity to share community issues that may impact on our children. This information will also be considered within the curriculum planning of PHSE/RSE.

Local crime statistics indicate that anti-social behaviour and violence and sexual offences are more prevalent in our area than other crimes. As part of our safeguarding curriculum, children learn and explore many areas of how to keep themselves safe, including healthy relationships.

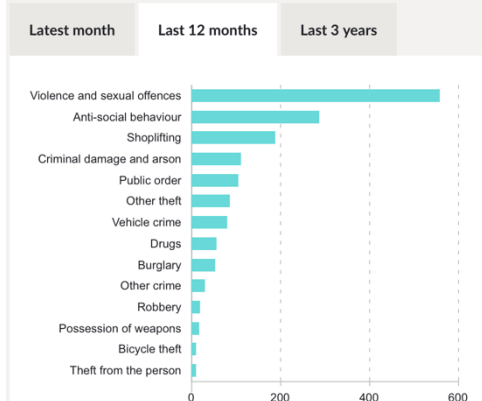
- [Home | Police.uk](#)
- Crime statistics for DY11 5QB: <https://police.uk>

North Kidderminster Crime Statistics For Past 12

Months

Crime types description

for the last 12 months (from Jul 2025 to Jun 2026)

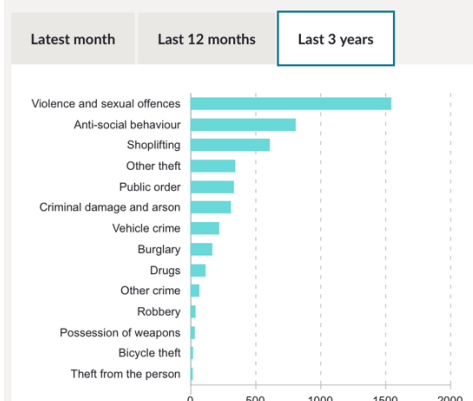


North Kidderminster Crime Statistics For Past 3

Years

Crime types description

for the last 3 years (from Aug 2023 to Jun 2026)



Training

- All staff must complete safeguarding and child protection training as part of their induction.
- All our staff receive annual safeguarding training and regular safeguarding local area updates.
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings.
- The DSL and deputy safeguarding leads will also attend local authority led network meetings and relevant training as per KCSIE 2026 for their required CPD.
- The DSL will share local contextual safeguarding issues through staff briefings.
- Staff will receive training on emerging technologies and associated safeguarding risks, including AI-generated images, deepfakes, online manipulation, impersonation, fraud and technology-facilitated abuse. Safeguarding responses will be proportionate to risk and informed by current national guidance

All our staff are aware of systems within our school and have read and understand policies which support safeguarding. These are explained at staff induction and updates take place throughout the year.

This includes the:

- Keeping Children Safe in Education 2026
- Safeguarding and Child Protection policy;
- Behaviour policy;
- Anti-Bullying Policy;
- The Code of Conduct;
- Low Level Concerns and Whistleblowing.

Copies of policies are provided to staff at induction and updated policies are shared as appropriate.

All our staff will receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). The training is regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates i.e. via email and staff meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused or severely neglected. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern Slavery. Abuse of children who attend our school is likely to be noticed by staff, health professionals/workers or other professionals who meet our pupils. It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. This means that in our school we will all know the signs of child abuse and we are aware of the procedures that must be followed to safeguard the child and any siblings.

For those pupils with additional needs, we acknowledge the increased safeguarding issues that can occur and will put in place additional pastoral support, along with ensuring any appropriate support for communication is in place. Franche Community Primary School has the role of

recognising and responding to potential indicators of abuse and neglect, all necessary action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore essential.

[Modern slavery: how to identify and support victims - GOV.UK](#)

Describes the signs that someone may be a victim of modern slavery, the support available to victims, and the process for determining whether someone is a victim.

It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse within families or extra-familial risk.

This means that at Franche Community Primary School we will all know the signs of child abuse and are aware of the procedures that we must follow to safeguard the child and any siblings.

For those pupils with additional needs or who identify as LGB, we consider the increased safeguarding issues that can occur and will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place.

[Prejudice-Based Harm](#)

Franche Community Primary School recognises that prejudice-based harm is a safeguarding concern. This includes, but is not limited to, racism, faith-based prejudice, antisemitism, Islamophobia, disability discrimination, sexism, homophobia, biphobia, transphobia and other forms of discriminatory behaviour. We recognise that prejudice-based harm can have a significant impact on a child's welfare, wellbeing, emotional health, sense of belonging and feelings of safety. All concerns relating to prejudice-based harm will be taken seriously, recorded, investigated and responded to appropriately through safeguarding, behaviour and anti-bullying procedures

[Children Questioning Their Gender](#)

Franche Community Primary School recognises that some children and young people may question their gender identity, gender expression, or how they relate to societal expectations associated with sex and gender.

We will not initiate discussions or actions relating to social transition. Any considerations in this area will be in response to concerns, requests, or information shared by a child or their parent/carer and will be managed on an individual basis, taking account of the child's welfare, best interests, and relevant statutory guidance.

We recognise that children may express themselves in a variety of ways that do not conform to traditional gender stereotypes. Such behaviour is a normal aspect of child development and does not, in itself, indicate a particular gender identity.

Where a child is questioning their gender, we will respond with sensitivity, respect, and professional curiosity, taking time to understand the child's views, experiences, and

circumstances. Consideration should be given to any safeguarding or welfare concerns, including emotional wellbeing, mental health, family relationships, peer interactions, bullying, discrimination, or other vulnerabilities. We acknowledge the increased safeguarding issues that can occur and will put in place additional pastoral support where needed.

We are committed to providing a safe, inclusive, and respectful environment for all pupils. Policies and practices will seek to avoid unnecessary gender stereotyping while ensuring that safeguarding, welfare, and educational needs remain the primary consideration in all decision-making.

Recognising and Responding to Concerns

Franch Community Primary School has the role of recognising and responding to potential indicators of abuse and neglect, all other action should be taken by those with statutory powers to help the child.

Early contact and close liaison with such agencies are therefore regarded as essential by us as a school.

In the event of an actual or suspected case of child abuse by adults, parents, or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified Designated Safeguarding Lead (DSL) will be available to discuss any safeguarding concerns. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified, and the appropriate agency is involved.

All our staff use CPOMS to record their concerns about a child but will also discuss their concerns with the DSL. The DSL is a member of school's Senior Leadership Team, and the role referenced in their job description.

At Franch Community Primary School our Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) will always be available during school hours to provide support and advice to staff regarding safeguarding and child protection concerns.

Wherever possible, the DSL or DDSL will be available in person. However, we recognise that, in exceptional circumstances, availability may be provided through alternative methods such as telephone, Microsoft Teams, or other secure communication platforms. In consultation with the DSL, we will determine what constitutes appropriate availability to ensure that safeguarding concerns can be discussed promptly and effectively.

Appropriate safeguarding cover arrangements will be in place for all out of school hours activities, educational visits, extended services, and activities taking place during school holidays. Effective cover arrangements will be considered and coordinated by the school and the DSL.

During wrap and holiday club provision run by the school, there will always be a DSL/DDSL onsite with additional support available from a DSL or DDSL via phone.

To ensure continuity of our safeguarding responsibilities, robust arrangements will be implemented whenever the DSL is unavailable due to illness, annual leave, training, or any other absence. The school has discretion regarding how these arrangements are organised, provided that safeguarding duties continue to be discharged effectively and without interruption.

All staff will be informed of the arrangements in place and how to always access safeguarding support, including during periods when the DSL is unavailable.

The safeguarding team will meet regularly to confidentially discuss pupils who are identified as vulnerable.

The Designated Safeguarding Lead (DSL) will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.

Safeguarding and child protection concerns should be considered when planning any off-site or residential visits. In our school a list of those pupils taking part in any trip will be passed to the Designated Safeguarding Lead (DSL) to ensure that staff are made aware of all essential information relating to the pupils in their care.

This will be to assess level of support and intervention required and to ensure those most vulnerable are contacted when absence is unauthorised or otherwise agreed as part of a plan or placement. Staff will try all available contact numbers for family members including emergency contacts. Unanswered calls will be reassessed by the DSL with further discussion with the safeguarding team to consider next steps such as home visit.

Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. In our school a list of those pupils taking part in any trip will be passed to the relevant DDSL for the phase, to ensure that staff are made aware of all essential information relating to the pupils in their care.

Section 3 - Our Commitment

In our school, we recognise that because of the day-to-day contact with children, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, child-on-child abuse, victimisation and /or exploitation.

We recognise that children with SEND may face additional safeguarding challenges. Staff should be aware that indicators of abuse or neglect may be more difficult to recognise, and communication barriers may increase vulnerability. Staff must remain alert to these risks and ensure that safeguarding arrangements are responsive to individual needs

We recognise that pupils may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, we will all ensure arrangements are in place to safeguard and promote the welfare of children by:

- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to.
- Promoting an inclusive, respectful and anti-discriminatory culture where racism, prejudice-based harm, faith-targeted abuse and all forms of discriminatory behaviour are recognised, challenged and addressed as safeguarding concerns.
- Ensuring that all children feel valued, respected and safe regardless of their race, ethnicity, religion, belief, disability, sex, sexual orientation or family background.
- Responding promptly and proportionately to incidents of discrimination and supporting children who are affected by prejudice-based harm.
- Maintaining a 'Zero Tolerance' to child-on-child abuse, while promoting a culture where staff recognise 'it can happen here', including sexually harmful behaviour, racism, and homophobia (see our anti-bullying policy)
- Ensure all children know the adults in our school, who they can approach if they have worries.
- Teaching pupils to keep themselves safe from all forms of abuse, including: child sexual exploitation, criminal exploitation, female genital mutilation FGM Statutory Guidance forced marriage, extremism, radicalisation Government Channel Guidance, and child-on-child abuse.

And we will support our staff by:

- Providing effective, ongoing training and development for all staff.
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including complying with applicable mandatory reporting duties.
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support pupils and their families.
- Monitoring and supporting children who are subject to child protection plans, contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about children, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely. Records will include:
 - A comprehensive summary of concerns.
 - Details of the concern.
 - What action was taken and any follow-up.
 - Actions taken and outcomes.
- Ensuring the suitability of all staff through safe recruitment practice.
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events.
- Ensuring that parents and carers understand the responsibility placed on the school and its staff for safeguarding and child protection.
- Maintaining awareness of those children who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

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.

Our school may be the only stable, secure, and predictable element in the lives of children at risk. Our staff will support all children through:

- Appropriate staff conduct, in line with the policy.
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online.
- Daily practice underpinned by our staff, ethos, vision and values.
- Consistent implementation of our school Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice.
- Close and proactive liaison with other agencies such as social services, Child and Adolescent Mental Health Service (CAMHS), the Education Welfare and Psychology Services

In line with Government guidelines in KCSIE 2026, our school will, where reasonably possible, hold two or more emergency contact numbers per pupil or student. This provides the school staff with additional options for contacting a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Section 4 - Child-on-Child Abuse (including harassment and violence)

It is important that our staff recognise that children can abuse their peers and that child-on-child abuse can occur both online and offline. Child-on-child abuse can take many forms including:

- Physical abuse.
- Bullying, including cyberbullying.
- Sexual violence and sexual harassment.
- Harmful sexual behaviour.
- Consensual and non-consensual sharing of nude or semi-nude images.
- Initiation/hazing behaviours.
- Discriminatory behaviour and prejudice-based abuse, including racism, faith-targeted abuse and other forms of discriminatory conduct.

We recognise that such behaviour can cause significant harm to a child's welfare, wellbeing and sense of safety and will always be addressed through robust safeguarding measures.

Our school values, ethos and behaviour policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance. The school recognises that child-on-child abuse can affect any child. However, evidence shows that girls are more likely to experience sexual violence and sexual harassment, while boys are more likely to be identified as perpetrators. All concerns will be assessed on an individual basis and without assumptions.

Franch Community Primary School recognises the impact of sexual violence, and the fact children/young people can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of our school.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- sexual “jokes” or taunting.
- physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes. Schools should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos, or drawings of a sexual nature.
- upskirting (this is a criminal offence); and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

When referring to sexual violence this policy refers to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of 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, anus, or mouth 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

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity, and each time activity occurs.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16; and
- Sexual intercourse without consent is rape.

Whilst sexting (the consensual and non-consensual sharing of nude and semi-nude images and/or videos) is now common practice within teen relationships, it will be dealt with seriously within our school.

How we will support

- In our school will not tolerate incidents of child-on-child abuse and will not pass it off as “banter” “just part of growing up” “or “just having a laugh”.
- Regardless of if incidents are reported or not, we will lead a culture of “it could happen here.”
- All incidents will not be tolerated and will be taken very seriously.
- We will always challenge behaviours which create a hostile, intimidating, or degrading environment.
- We will follow both national and local guidance and policies to support any children/young people subject to child-on- child abuse, including sexting (also known as youth produced sexual imagery) and gang violence. We will also utilise the search and confiscation guidance produced by the DfE. [Searching, screening and confiscation in schools - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/614422/Searching_screening_and_confiscation_in_schools_-_GOV.UK.pdf)

- We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- We will always report episodes of 'upskirting':
- Upskirting is typically defined as taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- We will consider the support required by those falsely accused of child-on-child abuse.
- All disclosures will be taken seriously with those making the disclosure, kept safe, their anonymity protected when appropriate, and ensuring pupils will never be made to feel like they are creating a problem for reporting abuse.
- We will consider taking positive action to support a specific group of children and young people if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. We will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance and progress at school.

Example

We use the:

- NSPCC Hackett continuum [Understanding sexualised behaviour in children | NSPCC Learning](#) to support our work with pupils.
- Lucy Faithfull Foundation's '[Shore Space](#)', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

Section 5 - Emotional Health and Wellbeing and Mental Health Support

As a school we 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.

Our school has an important role to play in supporting the mental health and wellbeing of all our learners. This means that in our school we will: Ensure that all of our staff 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.

We will consider the impact of adverse childhood experiences (ACEs) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood.

[Adverse Childhood Experiences \(ACEs\)](#)

As a school, we ensure we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

If our staff feel that a child is in danger, they will call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently with their mental health, but it's not an emergency, our staff can get help from NHS 111 online or call 111 and select the mental health option.

Franch Community Primary School has an active Wellbeing team and Wellbeing Champions. We have many strategies and resources to support children's wellbeing, including:

Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
• Pre-empt changes to routine • Visual timetables • Now and next boards • Promote growth mindset – it's ok to make mistakes • Feelings board (in classroom) • Mindfulness activities: • Sleeping lions • Yoga • Hand/box breathing • Blowing bubbles that land on the children • Bean bag on tummies • Body scanning • Go Noodle • Progressive muscle relaxation • Listen to relaxing music • Reassurance from a trusted adult • Raising awareness of anxiety by talking openly about feelings (PSHE)	• Phone call home to check in with parents and inform of the behaviours observed, and support implemented • Meet and greet – 5 minutes with a trusted adult • Chosen trusted adult to talk to, listen, validate and verbalise feelings. • Breathing exercises • Butterflies in the belly • Finger breathing • Hoberman Sphere' breathing • Box breathing • Small photograph of loved ones • Giving a child a special role/job • Discrete feelings cards/bracelet • Emotion cards on a key ring • Buddy system to support friendships • Calm down jars (sand/glitter jars) • Circle of friends intervention • Positive mantra bracelet • Worry box/monster • Communication book • Draw/write down how they are feeling • Change of scene (visiting different area of the school) • Create a worry journal • Stress balls – create your own	• Support from a member of the Mental Health Team – a discussion would be held with parents at this point to talk through possible next steps. These could be: • Invite to Lunchtime Club. • Allocated time with School Therapy Dog. • Play Therapy with Resident play Therapist. • Allocated time with Mental Wellbeing Teaching Assistant or Trauma Informed Schools Practitioner. • Thrive Forest time. • Mental Wellbeing monthly drop-ins. • Referral to EMHP (Education Mental Health Practitioner) • Referral to Reach 4 Wellbeing. • Referral to the School Nurse (to be completed by DSL or SENCO).

As a school we will be vigilant for signs of emotional well-being concerns. These may include:

- Physical signs of harm that are repeated or appear non-accidental;
- Changes in eating/sleeping habits;
- Increased isolation from friends or family, becoming socially withdrawn;
- Changes in activity and mood;
- Lowering of academic achievement;
- Talking or joking about self-harm or suicide;
- Abusing drugs or alcohol, or vaping;
- Expressing feelings of failure, uselessness, or loss of hope.

We ensure our pupils are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This forms part of our RSE and PSHE curriculum. Further to this, the NHS Wellbeing Emotional Support Team (WEST) carry out workshops for our year band cohorts across school to educate children on how to recognise and support their own and others wellbeing.

- Content of lessons in our school is planned to meet the specific needs of our pupils and particular cohorts of children. There will always be an emphasis on enabling pupils to develop skills to seek help for themselves and others;
- The DSL, SEND and Wellbeing team work together to ensure all needs are met;
- Vulnerability meetings take place once a week to discuss how best pupils can be supported in school, with the support of parent/carers and where necessary by making external referrals for additional support;
- The DSL will liaise with Children Social Services to ensure that the appropriate approach is taken to safeguarding children most at risk.

It is also key that we train our staff to be aware of how children's experiences can impact on their mental health, behaviour, and education. Staff training includes three staff meetings each academic year from the NHS Wellbeing Emotional Support Team to identify mental health and how to support identified areas of mental health (i.e. how to support anxiety in the classroom).

Our school staff may become aware of warning signs which indicate a pupil, or a member of staff, is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously. If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action will be taken.

In our school we will work closely with parent/carers to support the whole family, unless to do so places the child at additional risk.

- We will provide clear means for parent/carers to contact any member of the Wellbeing Team if they have further questions, to arrange a follow up meeting or phone call to support parent/carers to talk through concerns, questions and further support.
- A member of the Wellbeing Team will complete 'keep in touch' phone calls regularly to support families in need or crisis.
- To support parent/carers at the end of each meeting we will agree on the next steps and always keep a brief record of the meeting on the child's CPOMS file.

Section 6 - Opportunities to Teach Safeguarding

Our curriculum delivery will be fully inclusive and developed to be appropriate to pupils' age and stage of development (especially when considering the needs of our children with SEND and other vulnerabilities) and will stress that law around safeguarding is to protect not criminalise them.

In our school children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be more appropriate.

Franch Community Primary school plays a crucial role in preventative education and teaches a broad and balanced curriculum. Preventative education is most effective in the context of a whole-school approach that prepares learners for life in modern Britain. Our school promotes a culture of respect and inclusion and teaches pupils about healthy relationships, respectful behaviour, equality, consent, protected characteristics, prejudice-based and discriminatory behaviour, including that directed towards LGB pupils, sexual violence/harassment, and the impact of harmful stereotypes. This includes challenging misogyny, misandry, sexism and other forms of discriminatory behaviour at the earliest opportunity.

These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole school curriculum.

Within our curriculum, children are taught about how to keep themselves safe and this reflects our local context. Teaching healthy relationships is an important part of this learning; the PSHE/RSE curriculum overview details areas of learning for each year band, from Tots to Year 6. For example, Year 1 learn about positive relationships, online healthy me, secrets and surprises. Knowledge, skills and the ability to reason develop as children move through the school. We use the PSHE Association alongside '1decision' as tools to support critical thinking and decision-making skills within each unit of learning.

The following areas are among those addressed in PSHE/RSE and in the wider curriculum:

Bullying/Cyber Bullying	Healthy Relationships / Consent
As part of weekly assemblies and our curriculum the Franche values of Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment allow us to place a heavy emphasis on the teaching and learning of healthy relationships. This includes children's relationships in school, with their peers, online and in the wider community. Children know and understand how to use systems within school if they are being bullied: they may speak to a safe adult, use worry monsters which are placed in every class or put their name on the time to talk board. We also have Wellbeing Champions and the Safeguarding Action Squad (SAS) all of whom carry out tasks around school, promote our values and support pupil voice. All children take part in initiatives, i.e. anti-bullying week and bucket fillers. Class dojo reward points linked to our values are awarded to children who demonstrate the Franche values. Franche Community Primary School has an up-to-date Anti-bullying policy that has been shared with all staff and outlines consistent approaches across the school and bullying is monitored and prevented. We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially, personally and support their well-being through learning and playing in a safe and secure environment. Where there are reports that a child is being bullied, this is taken very seriously, thoroughly investigated and acted upon. Parents are kept informed where appropriate at each stage.	

Stranger Danger	Fire and Water Safety	Road Safety
Drugs, Alcohol and Substance Abuse	Online Safety / Mobile technologies	
Children across school are taught increasing levels of knowledge within our creative curriculum in each of the above areas to ensure that children have the skills and understanding necessary to keep themselves safe. Alongside PSHE and RSE, the ‘1decision’ resource supports critical thinking, questioning, discussion and decision making. Our local police and PCSOs carry out age-appropriate assemblies, workshops (i.e., substance misuse or knife crime), external events (i.e., young citizens, tag rugby) across school to support our curriculum and to build positive relationships with our community. They are also very supportive if we have concerns and wish to support our more vulnerable families further as they are able to provide more individualised support.		

Child-on-Child Abuse	Domestic Abuse	Exploitation of Children
Sexual Violence and Sexual Harassment		
So called Honour Based Violence Abuse (HBV)		
Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014))		
Children take part in NSPCC sessions / assemblies, 'Speak Out, Stay Safe', PANTs Rule, and the SELFIE Programme. As part of our RSE programme in year 6, we also focus on sexual relationships and the meaning of consent. As part of this, we talk about what to do if we feel unsafe. Relationships education covers aspects of appropriate and inappropriate behaviours between children. Honour Based Abuse, Forced Marriage and Female Genital Mutilation are not taught explicitly at primary school; children learn through healthy relationships about respect, safe adults, consent and values. https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smisc Using our Franche values, topics such as tolerance, diversity, equality and difference are all explored both explicitly through whole school or year band planning and more discretely with individuals/groups if a concern has been raised by a child or their parent/carer. Link: Franche Community Primary School PSHE		

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social, and cultural education) in Schools (2014)). [Promoting fundamental British values through SMSC - GOV.UK](#)

Assemblies form part of our safeguarding curriculum to teach and reflect on ways to keep ourselves safe in school, at home, outside of the home and online. Assemblies include annual NSPCC speak Out, Stay safe, people who help us, knife crime, substance misuse and online safety.

Section 7 - Online safety Filtering and Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, the school ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- **Example**
 - E-Safety Policy.
 - Acceptable use of Technologies.
 - Web Filtering and Device Monitoring.
 - Audit of effective filtering through daily filter reports to the DSL.

We recognise that the online risks fall into 4 main categories:

- **content:** being exposed to illegal, inappropriate, or harmful content.
- **contact:** being subjected to harmful online interaction with other users.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. We consider online safety whilst planning the curriculum, any teacher training, the role, and responsibilities of the Designated Safeguarding Lead and engaging with parents to raise awareness in order to support their children.

The Designated Safeguarding Lead will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

The DSL will oversee the delivery of the e-safety curriculum ensuring safeguarding is maintained.

- Online safety is included in our curriculum provision as part of providing a broad and balanced curriculum.
- Our school iPads will have the Safer Schools app installed and activated.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, with specific reference to the age-related guidance.

Technology, and the risks and harm associated with it evolve rapidly. We will carry out an annual review of our approach to online safety that considers and reflects the risks pupils face. The use of Artificial Intelligence (AI) is a new, developing field and the implications for safeguarding will be closely monitored to ensure our response will be remain proportionate and led within our school, ensuring we have the appropriate level of security protection procedures in place to safeguard our systems. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this, we use [National Education Network](#). In addition to this we access support from [Cyber security standards for schools and colleges.GOV.UK](#).

We recognise the emerging safeguarding risks associated with artificial intelligence (AI), including the creation and sharing of AI-generated nude or semi-nude images, deepfakes, and "nudified" images. Such incidents will be treated as safeguarding concerns and responded to in line with the school's child protection procedures.

Mobile Phones

At Franche we are a mobile phone-free environment by default; anything other than this should be an exception and must be specifically authorised. [Mobile phones in schools - GOV.UK](#)
We ensure our user policy includes that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and

lunchtime. Mobile phones are handed into staff at the start of the day who keep them securely until the end of the day.

School staff are aware that outside of school hours children may have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) and therefore the possibility exists for cyber-bullying, inappropriate searches and sharing images. As part of our safeguarding curriculum pupils are taught how to keep themselves safe online. Termly newsletters and parent meetings also support families to know how to keep their child safe.

Filtering and Monitoring

Our Governing Body is responsible for ensuring children are as safe as possible online when using the school's IT system. They ensure the limitation of children's exposure to the above risks from the school's IT system. Our Governing body ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness. Through training in line with KCSIE 2026, the leadership team and relevant staff have an awareness and understanding of the filtering and monitoring arrangements in place, how to manage them effectively and know how to escalate concerns when identified. We also consider the age range of the children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

In our school we monitor the results of our web blocking and monitoring software to ensure that our pupils work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

We will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

We meet the Government Cyber security standards for schools identifying and assigning roles and responsibilities for filtering and monitoring.

We also ensure that all staff:

- Understand their role.
- Are appropriately trained.
- Follow policies, processes and procedures.
- Act on reports and concerns.
- DSL reviews standards and discuss with IT staff or service providers what more needs to be done to support us in meeting the required standards.
- All staff will work to clear guidance ensuring safe and effective online learning.

Our school is committed to keeping our pupils safe online so we will include the safe use of mobile phones within our curriculum.

Safeguarding Children

Attendance

At Franche Community Primary School we are committed to ensuring every child has the best possible learning opportunities to inspire a love of learning so that children are able to achieve their full potential.

To achieve this, we have high expectations for good attendance and punctuality.

To support good attendance, we will:

- Work as a whole-school team to support good attendance and monitor this regularly;
- Recognise that good attendance starts with school being a place children want to be;
- Ensure that children feel safe in school;
- Support parent/carers to fulfil their legal duty to ensure children of compulsory school age attend school.

We recognise that at times life throws challenges at all of us - at these times additional support can help to overcome barriers to get life back on track to enable children to be in school learning. Our school has an active Attendance and Wellbeing Team that support families in a variety of ways.

Attendance & Wellbeing Team						
						
Mrs Ellis Ext: 1001	Mrs Akerman Ext: 1011	Mrs McLean Ext: 1013	Mrs Wilson Ext: 1013	Miss Plant Ext: 1003	Miss Caleb Ext: 1014	Mrs French Ext: 1012

This is not limited to, but could include:

- Routines, behaviour and family rules;
- Keeping a healthy diet and lifestyle;
- Children's mental health and well-being;
- Friendship concerns;
- Bereavement;
- Special educational needs (SEND);
- Food bank;
- School uniform;
- Children who are caring for a family member/being a young carer;
- Children who may not want to go to school for different reasons/attendance;
- Check-ins with children to support emotional wellbeing.

The Wellbeing Team can be found on the upper and lower playgrounds at the start and end of the school day to enable families to easily access support.

Link: [Attendance Policy](#)

SEND

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. We ensure that our Safeguarding and 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 medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or DDSL) and the SENDCO. The DSL, SEND and Wellbeing team meet once a week to talk through safeguarding concerns and consider extra pastoral support for SEND children, along with ensuring any appropriate support for communication is in place.

Link: [SEND Policy](#)

Alternative Provision

Where a pupil is placed with an alternative provision provider, Franche Primary School continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. safer recruitment checks that Franche Primary School would otherwise perform in respect of its own staff.

This includes written confirmation that the alternative provider will inform Franche Primary School of any arrangements that may put the child at risk (i.e. staff changes), so that we can assure ourselves that appropriate safeguarding checks have been completed for new staff.

Photography and Filming

We understand the joy that reliving memories of our children taking part in sports day or a school performance can bring. At Franche Community Primary School, parents/carers are permitted to take photographs and videos for personal use of their own child/children during school events such as plays, concerts and sports days. However, in order to safeguard children, images including other people (children or adults) **must not be distributed** or put anywhere online

unless consent has been sought in advance. This includes social media platforms such as Facebook, Instagram or WhatsApp. The sharing of photographs and videos on social media is now commonplace but we must ensure we protect and safeguard all children and staff, including those who do not want to have their images stored online.

Parent/carers should be mindful that:

- Once shared online any image/video can be copied and will stay online forever.
- Some children are at risk and **MUST NOT** have their image put online. Not all members of the community will know who these children are.
- Some people do not want their images online for personal or religious reasons.
- Some children and staff may have a complex family background which means that sharing their image online can have unforeseen consequences.
- Therefore, in order to keep all members of the community safe we must all **'Think before We Post'** Online.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Link: [DfE Use of Reasonable Force in Schools](#)

Section 8 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

This section should be read alongside KCSIE 2026 pages 12-19 [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)

Criminal Exploitation Child Criminal Exploitation is an overarching heading for the following issues:

- Child Sexual Exploitation.
- County Lines.
- Child Trafficking & Human Slavery.
- Financial exploitation.

We will view children (0-18 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our pupils to be viewed as children in all circumstances, avoiding the adultification of our pupils.

Child Sexual Exploitation (CSE) CSE involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is a problem that occurs for boys as well as girls.

Sexual exploitation CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing.' One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns and report to the DSL immediately. The DSL should refer to the Worcestershire levels of need guidance to assess whether a referral to Worcestershire County Council Family Front Door is required. In addition, consideration should be given to completing a GET SAFE risk assessment [Get Safe | Worcestershire County Council](#) immediately and share any further relevant information/intelligence with West Mercia Police.

Serious Violence

Please read alongside Annex B of this policy (how to make a referral)

Serious violence is a safeguarding concern that may involve physical assault, carrying, threatening with, or using weapons, and may be linked to peer conflict, bullying, criminal exploitation, gangs, or county lines activity.

All our staff are aware of the indicators that a child may be at risk of, or involved in, serious violence. These indicators may include an increase in absences, changes in behaviour or peer relationships, a decline in educational performance, unexplained injuries, possession of weapons, involvement in criminal activity, or signs of exploitation. Children with disrupted education, including those who have experienced suspension, exclusion, or placement in alternative provision, may be at increased risk.

Any concerns that a child is carrying a weapon, has used a weapon, or has expressed an intention to do so must be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy. The DSL will assess the level of risk to the child and others, gather relevant information, and take appropriate action in line with local safeguarding procedures. This may include the development of a safety and support plan, engagement with parents/carers, referrals to external agencies, and where necessary, contacting the police.

We recognise the importance of early intervention and will work with partner agencies to provide timely support for children who are affected by or at risk of serious violence. Support may include access to trusted adults, mentoring, emotional wellbeing support, and targeted interventions to reduce risk and promote positive outcomes.

Child Trafficking & Human Slavery

Our school will ensure we keep up to date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice, and resources via GET SAFE, Worcestershire County council multi agency exploitation team.

Children Missing from Education

Our school will inform the local authority where a child or young person is missing from education. We will provide information to the local authority when removing a child from school roll as per local Worcestershire County Council and statutory guidance:

- [Statutory guidance children missing in education](#)
- [Attendance and Children Missing Education \(CME\) | Worcestershire County Council](#)

Link: [Franchise Community Primary Attendance Policy](#)

Electively Home Educated

We will inform Worcestershire County Council of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

Homestay Exchange Visits School

Arranged Homestays in UK. Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

Homestays Abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may

be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

Privately Arranged Homestays Where a parent or pupil arranges their own homestay, this is a private arrangement, and the school is not the regulated activity provider.

Violence against women and girls including Honour-Based Abuse (including Female Genital Mutilation and Forced Marriage)

We recognise the links between violence against women and girls, misogyny, harmful sexual behaviour, sexual harassment, sexual violence, online abuse and coercive behaviour. Preventative education, early identification and proportionate intervention form part of our whole school safeguarding approach.

Where HBA affects children and young people it is a child protection issue. It is an abuse of human rights.

Children and young people who suffer Honour Based Abuse are at risk of Significant Harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:

- Protecting family 'honour' to control unwanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual, or transgender).
- Strengthening family links.
- Protecting perceived cultural and/or religious ideals.
- Preventing unsuitable relationships.
- Assisting claims for residence and citizenship in the UK.
- Perceived immoral behaviour e.g., make-up or dress; use of mobile phone; interfaith relationships.

Our staff in school have received appropriate training and where we identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly.

[The right to choose: gov guidance on forced marriage](#)

Forced Marriage

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), which focus on the role of schools. Our staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion is not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

FGM mandatory reporting duty for teachers

FGM is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such. With effect from October 2015, all teachers are subject to mandatory reporting duty in respect of female genital mutilation (FGM).

This means that in our school we ensure:

Our staff are supported by talking to families and local communities about sensitive concerns in relation to their children and finding ways to address them together wherever possible. All staff are up to date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. mandatory reporting requirement in respect of female genital mutilation (FGM).

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris.
- Type 2 Excision – partial/total removal of clitoris and labia minora.
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

Section 9 - Domestic Abuse

We recognise that domestic abuse can encompass a range of behaviours including physical, emotional, psychological, sexual, financial and coercive or controlling behaviour. Children who see, hear, experience or are otherwise affected by domestic abuse are recognised as victims in their own right and may experience significant short- and long-term impacts on their health, wellbeing, development, attendance and educational outcomes.

We will be alert to indicators of domestic abuse and will respond to concerns in accordance with safeguarding procedures. Staff remain vigilant to the impact of domestic abuse on children and recognise that abuse within families may also include child-to-parent or caregiver abuse.

We are committed to working with safeguarding partners and relevant agencies to provide timely support and intervention for children affected by domestic abuse. Information will be shared appropriately, proportionately and securely in line with safeguarding responsibilities and data protection requirements.

As part of our safeguarding arrangements, we participate in Operation Encompass and recognise the statutory requirement for police to share information with educational settings

where a child may have been affected by a domestic abuse incident. This enables early support to be provided to children who may be vulnerable because of their experiences.

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse, and child to parent 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. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Our staff have annual training, alongside regular updates, to recognise the signs and impact of domestic abuse towards children and are well placed to provide support within the school setting.

Operation Encompass

In November 2025, a new statutory duty was placed on the police to notify a child’s education setting, and where relevant, local authorities.

Franchise Community Primary School receives Operation Encompass Notifications including any reported to our early years setting. Operation Encompass highlights that a Domestic Abuse Incident has taken place, and the police have been called. Following a notification, relevant staff will monitor and support the child, record on CPOMS and report any changes in behaviour or other concerns to the DSL.

Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, they inform Worcestershire County Council, who then inform the school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day. This information sharing ensures relevant information about the child’s circumstances is received in

a timely manner and therefore as a school we enable support to be given to the child according to their needs.

[Duty on police forces in England and Wales to notify education establishments of domestic abuse incidents: Operation Encompass](#)

Further information:	Ending Domestic abuse Save Lives 	Worcestershire children first Domestic abuse guidance 
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MARAC

If we identify a victim of domestic abuse being high risk, we will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults, and the management of offenders. We will continue to provide help and support to safeguard children. This will usually be led by the Designated Safeguarding Lead. MARAC does not replace a referral to children's social care.

Section 10 - Safeguarding Pupils who are at risk of extremism

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, our school recognises some children, from an early age, be exposed to terrorist & extremist influences or prejudiced views.

As with other forms of safeguarding strategies, early intervention is always preferable. We are committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of:

- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
- **Radicalisation** – such as the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** – defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

All staff are alert to changes in children's behaviour which could indicate that they may need help or protection.

We recognise that children may be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from harm. As part of our wider safeguarding approach, we include and consider the following.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Staff will use the Prevent risk assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of our staff is concerned that a pupil may be at risk of radicalisation or involvement in terrorism, they must report the concern to the Designated Safeguarding Lead and record their concerns on your school safeguarding systems. The DSL will consider the appropriate safeguarding response, including seeking advice from the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel [Channel guidance](#) for screening and assessment, referral to Children's Social Services and or/prevent in accordance with local procedures. We will ensure that the DSL will complete local training on the locality risks, and these will be cascaded with our school staff.

In our school this will be part of our annual CPD training programme by the DSL. Due diligence checks should be undertaken by the school or any organisation that uses its facilities.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff 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.

Franche's Designated Safeguarding Lead (and all deputies) are aware of local procedures for making a Prevent referral.

Link: [support those susceptible to radicalisation](#)

Link: [WCC Prevention of Extremism and Radicalisation](#)

Section 11 - Allegations Against Staff members and Low-Level Concerns

All our staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.

Whistleblowing Policy can be found at V:\POLICIES\2026 - 2027

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors, Mark Hughes. Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#) .

If staff have a safeguarding concern or an allegation that a member of staff has harmed a child or poses a risk of harm to children is made about another member of staff (including supply staff, volunteers, and contractors), then this should be referred to the headteacher.

Details of your local LADO are available on this link [Refer to Children's Social Care | Worcestershire County Council](#) . If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school low-level concerns policy.

Low-Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level Concerns Policy can be found at V:\POLICIES\2025 - 2026

Section 12 - Safer Recruitment

Safer recruitment practices are an essential part of creating a safe environment for children and young people. At Franche Community primary School we will:

- not allocate start dates new members of staff until all employment checks have been completed.

- We will keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files.

We will ensure that staff and volunteers working in our school are suitable to do so as outlined in our recruitment policy and this will include online searches for shortlisted candidates as KCSIE 2026 requires we will complete risk assessments for all volunteers working in our school. Where a volunteer is working in regulated activity, we will require a DBS including barred check.

The school will undertake appropriate checks and risk assessments for contractors and agency workers to ensure that safeguarding requirements are met before unsupervised access to children is permitted

Where a volunteer isn't working in regulated activity, we will require DBS not including barred list check. We will assess volunteer roles carefully to determine the appropriate level of vetting and DBS checks required, including Enhanced DBS checks with Children's Barred List information where eligibility criteria are met. We will ensure that no individual who is barred from working with children undertakes regulated activity with children.

- Copies of documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.
- Right to work documents will be kept for two years following the date they left our school but will then be destroyed after the two years. This is as per guidance set out in KCSIE 2026.

Single Central Record

The Single Central Record (SCR) is an important part of our school's commitment to safeguarding and will be maintained by a member of the office management team.

All pre-appointment checks are recorded on the school SCR template and are audited on a regular basis.

Staff, Visitors and Contractors Accessing the School Site

Any people accessing our school site will be authorised to do so as follows:

- Report to the reception on arrival;
- Provide proof of identity;
- Wear an identification badge/lanyard at all times;
- Staff will use the designated Franche Community Primary School lanyard;
- Visitors whose DBS Status has been confirmed will wear GREEN lanyards and may be allowed to access the school unsupervised;
- Visitors who do not have a DBS check, or whose DBS status has not been confirmed will wear a red lanyard and must be supervised on-site;
- All visitors will be given the Safeguarding Leaflet for Visitors and Volunteers and be expected to read, understand and adhere to this;
- Be made aware of the arrangements for safeguarding, health and safety.

Section 13 Confidentiality and Record Keeping

Staff, volunteers, and contractors have the responsibility to share relevant information about the protection of children with the DSL, Head Teacher and potentially external investigating agencies. We take all disclosures very seriously.

Information sharing is essential for effective safeguarding. Fears about sharing information must not stand in the way of protecting children. Decisions about information sharing will be made in line with statutory guidance, UK GDPR and data protection legislation

If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the student sensitively that they have a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's own sake. We will seek to reassure our pupils that the matter will only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action. At no time should a staff member promise total confidentiality.

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a staff member has a safeguarding or child protection concern, they must inform the DSL as soon as possible.

Any external organisation or contractor working in our school is expected to work in accordance with our safeguarding child protection policy. This will be shared upon working with us. Any external individual must report safeguarding concerns to the DSL.

Working in partnership with parents is important, we will endeavour to always do this. It is recognised however that there are occasions when it is in the child's best interest for work to be undertaken and referrals made without the parents' initial consent to ensure the welfare and safety of our pupils.

We will:

- Aim to help parents understand that we have a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the best interests of the pupil.
- Consider the safety of the student and, should a concern arise, the DSL has the responsibility to seek advice prior to contacting parents.
- Make all our policies available on the website and on request.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where pupils need extra support. We will do this by ensuring our Supporting Families & Wellbeing Offer is up-to-date and available to staff, parents and carers.

Link: [Supporting Families and Wellbeing](#)

Our child protection records will be stored securely and in line with the latest data protection policy.

All safeguarding files will be kept separately from individual pupil records and stored securely. Information in these files will only be shared with relevant staff when it is necessary and consistent with data protection legislation.

We will share necessary information to professionals, including the police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL/Head teacher will be informed and a decision on an appropriate way forward in-line with data protection will be made.

When pupils transfer to another school or setting child protection and safeguarding information will be shared with that school or setting to ensure safe and consistent support for that child or young person.

We will ensure that the transfer to a new school or setting provides an electronic transfer that provides Franche Community Primary School with a date stamped transfer log and where a paper chronology is transferred, we will ask the receiving school to sign a document to say they are in receipt of the safeguarding and child protection file. We will keep this on file until the child or young person's 25TH birthday.

Section 14 - Early years Setting within our school.

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

All staff working within the Early Years Foundation Stage will read and be familiar with the EYFS Statutory Framework and the safeguarding and welfare requirements relevant to their role." Alongside KCSIE 2026.

As an early years provider delivering the Early Years Foundation Stage (EYFS), our aim is to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. We will do this by:

Ensuring we have a safe, secure learning environment where children can be seen and always heard.

- A named member of staff in the DSL team.
- A member of staff who always holds a current paediatric first-aid qualification will always be available.
- We will liaise with parents and carers supporting their child's development.
- Routine monitoring of health and safety practices to promote children's safety and welfare.
- Appropriate staffing ratios and qualification requirements will comply with statutory guidance meeting the needs of all children.

We will promote the health of all children and young people including early years by –

- Taking necessary steps to prevent spread of infection.
- The administration of medicines and/or intimate care is in line with our policies.
- Taking appropriate action where children / young children, including early years, are unwell.

Section 15 - Our Responsibilities

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

We are committed to creating a culture where children feel safe, listened to, and taken seriously. We actively seek to understand and consider pupils' wishes and feelings in all aspects of safeguarding and child protection. Staff are trained to listen to children attentively and respectfully, recognising the importance of what they say - verbally or through behaviour. The DSL ensures that children's voices are considered when making decisions that affect their safety, wellbeing, and support, in line with statutory guidance. Safeguarding teams are trained to gather child voice, wishes and feelings using a range of direct work tools. Where appropriate, these views of the child will be used to inform referrals, plans, and interventions, while always maintaining a focus on their best interests and welfare.

Knowing what to look for is vital to the early identification of abuse and neglect and if staff are unsure, they should always speak to the Designated Safeguarding Lead or deputy – if in exceptional circumstances, the Designated Safeguarding Lead (or deputy lead) is not available, staff should consider speaking to a member of the SLT or contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

The Governing Body will determine and keep under review safeguarding policy and practice in our school.

The Governing Body and school leaders will actively promote an inclusive and anti-discriminatory culture. They will ensure that racism, faith-targeted abuse, prejudice-based harm and discriminatory behaviour are recognised, challenged and addressed as part of the school's safeguarding arrangements. Governors will seek assurance that effective systems are in place to identify, record, respond to and monitor such incidents and their impact on children.

All staff working (including visiting staff) must:

- Observe and comply with the staff code of conduct.
- Attend all relevant training and development provided by Franche Community Primary School.
- Induction training must include safeguarding training.
- Staff working directly with children will read KCSIE 26 Part 1, Annex A.
- Staff who do not work directly with children will read KCSIE 26 part 1
- Know how to deal with a disclosure; if a pupil discloses to a member of staff that they are being abused, the staff member should refer to this policy and procedures in place and follow guidance set out in this policy.
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not

limited to: bullying (including cyber bullying), child-on-child abuse and gender-based violence/sexual assaults and sexting.

- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- Staff recognise that in exceptional circumstances physical intervention may be necessary to prevent the pupil from causing injury to themselves or others, committing a criminal offence or damaging property- [Use of reasonable force and other restrictive interventions guidance](#)
- Any child may benefit from family help, but all school staff should be particularly alert to the potential need for family help for a child who:
 - Is disabled and has specific additional needs.
 - Has mental health concerns.
 - Has special educational needs (whether they have a statutory education, health and care plan).
 - Is involved in anti-social or criminal behaviour.
 - Is a young carer.
 - Is frequently missing/goes missing from care or home.
 - Is misusing drugs or alcohol.
 - Is at risk of radicalisation.
 - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - Has returned home to their family from care.

All staff must be aware of the family help process; this includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a family help assessment. All family help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team Responsibilities

Through the DSL team ensure that:

- All staff are vigilant to harm and abuse, are able to identify those pupils for whom there are child protection concerns and can make appropriate referrals, including to family help services.
- Encourage a culture of listening to children considering their wishes and feelings, making the most of every opportunity to gather their concerns.
- Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but particularly 'those in need of a social worker' or were previously known to social services.
- Deliver a common approach to behaviour through the policy principles.
- All staff and volunteers are trained sufficiently so they have the skills, knowledge and understanding necessary to always keep children safe, including on site, when attending alternative provision, educational visits off site or work-related learning. We follow the guidance on Keeping Children Safe in Out-Of-School Settings which

details the safeguarding arrangements that schools should expect providers to have in place.

- Ensure that the KCSIE 2026 guidelines for effectively managing SEND and safeguarding are in place including the 2026 updates to this area.
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after and those with additional SEN needs.
- Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.
- Ensure consideration to the range of responsibilities the DSL undertakes e.g.; the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy).
- Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- Ensure our school offers a safe environment through effective implementation of the school health and safety policy to meet the statutory responsibilities for the safety of pupils and staff at the school.

The Designated Safeguarding Lead is responsible for:

- Maintaining both a strategic and operational approach to safeguarding.
- Being available term time during school hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns.
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the head teacher apprised.
- Ensuring the school safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- Being aware of the latest national and local guidance and requirements and keeping the head teacher and staff informed as appropriate.
- Attend accredited, enhanced training as defined by the school Safeguarding Arrangements to fulfil the role every two years.
- Ensure that all staff complete the school's required safeguarding training.
- Ensuring that appropriate training for staff is organised according to the agreed programme with the head teacher and renewed through ongoing professional development.
- Ensuring families are fully aware of our school's safeguarding policies and procedures and kept informed and involved.
- Keeping Children Safe in Education 2026 says that where reasonably possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place.
- Ensuring that effective communication and liaison take place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a school student.
- Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of

children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise.

- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child).
- Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the school and meet the needs identified in the child's personal education plan.
- We recognise that children who currently have, or have previously had, a social worker are more likely to experience safeguarding and educational challenges. Staff will ensure that concerns regarding attendance, welfare, engagement, wellbeing, or presentation are identified early and shared appropriately. We will work closely with social care professionals and the Virtual School to promote educational outcomes and wellbeing
- Ensuring that e-safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place.
- Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate.
- Dealing with allegations of abuse in accordance with local and statutory procedures.
- Have an awareness of the requirements around the role of the Responsible Adult under PACE requirements.
- Supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if family help is appropriate.
- Ensuring that adequate reporting and recording systems are in place.
- Ensuring relevant records are passed on appropriately when pupils transfer to other schools or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child.
- Providing guidance and advice on the management of child-on-child sexual abuse incidents.
- Tracking the progress, attainment and aspirations of children known and previously known to social care.
- Ensuring accurate vulnerability recording within safeguarding files and submission of safeguarding data as required.
- Ensure the school Wellbeing and Safeguarding team meet regularly to discuss open cases and any children/families of concern (vulnerability meetings).
- Ensure evidence of discussion and agreed actions from vulnerability meetings are recorded.

The Designated and Deputy Safeguarding Lead will meet regularly with the rest of the safeguarding leadership team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. These meetings must be evidenced by minutes added to our safeguarding files. Other key staff will be invited as appropriate.

Vulnerability and Safeguarding Review Meetings

The Designated Safeguarding Lead (DSL) and relevant members of the safeguarding team will meet regularly to review vulnerable pupils, emerging risks and safeguarding concerns. These meetings will consider attendance, behaviour, mental health, wellbeing, child protection concerns, Early Help involvement, contextual safeguarding risks and the impact of any adverse childhood experiences (ACEs). The team will also monitor incidents of racism, faith-targeted abuse, prejudice-based harm and other discriminatory behaviour to identify patterns, ensure appropriate support is provided and take any necessary safeguarding action. Outcomes and agreed actions will be recorded and reviewed.

Section 16 - Statutory Requirements

This policy has been developed in line with the following key statutory documents:

- Home Office (2023) ['Prevent duty guidance: Guidance for specified authorities in England and Wales'](#)
- DfE (2026) [Working together to safeguard children 2026](#)
- DfE (2018) ['Disqualification under the Childcare Act 2006'](#)
- DfE [Keeping children safe in education 2026 \(comes into force from 1 September 2026\)](#)
- DfE (2026) [Working together to improve school attendance: July 2026](#)
- HM Government (2020) ['Multi-agency statutory guidance on female genital mutilation'](#)
- HM Government (2025) ['Channel Duty Guidance: Protecting people susceptible to radicalisation'](#)
- Home Office and Foreign, Commonwealth and Development Office (2023) ['Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage'](#)

Other non-statutory Guidance

- DfE ['What to do if you're worried a child is being abused'](#)
- DfE ['Child sexual exploitation'](#)
- DfE ['Information sharing'](#)
- DfE ['Sharing nudes and semi-nudes: advice for education settings working with children and young people'](#)
- DfE ['Teachers' Standards'](#)
- DfE ['Recruit teachers from overseas'](#)
- DfE ['Working together to improve school attendance'](#)
- DfE ['Meeting digital and technology standards in schools and colleges'](#)



Safeguarding is everyone's responsibility. Doing nothing is not an option!

Franché Community Primary School: 01562 751788
Designated Safeguarding Lead: Louise Akerman Ext 1011
Headteacher: Mrs Dixon

Family Front Door: 01905 822666
Out of Hours: 01905 768020
If a child is at risk of immediate harm: 999

Appendix 1: Recognising and Responding to Abuse and Neglect

1. Purpose

All staff have a responsibility to safeguard and promote the welfare of children. Staff should be alert to signs of abuse, neglect and exploitation and understand that children may be at risk of harm both inside and outside the home, online and offline. Any concerns about a child's welfare must be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy. Safeguarding concerns should never be ignored.

A child may:

- Disclose abuse directly.
- Show physical signs of abuse.
- Demonstrate changes in behaviour, emotional wellbeing, or presentation.
- Indirectly communicate concerns through their behaviour, work, or interactions with others.

Staff must always act in the best interests of the child and follow the school's safeguarding procedures.

2. Responding to Concerns and Disclosures

If a child discloses abuse, staff should:

Do

- Remain calm and listen carefully.
- Take the child seriously.
- Reassure the child that they have done the right thing by telling someone.
- Explain that information will need to be shared with appropriate people who can help keep them safe.
- Record the disclosure accurately using the child's own words where possible.
- Report the concern immediately to the DSL or deputy DSL.

Do Not

- Promise confidentiality.
- Ask leading questions.
- Investigate the concern yourself.
- Interrupt or pressure the child.
- Confront an alleged perpetrator.

Immediate Risk

If a child is at immediate risk of significant harm, staff should contact Children's Social Care and/or the Police without delay and inform the DSL as soon as possible.

3. Categories of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child.

Possible Indicators

- Unexplained injuries.
- Injuries inconsistent with explanations given.
- Frequent injuries.
- Reluctance to change clothes.
- Fear of physical contact.
- Aggressive behaviour or extreme withdrawal.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on their emotional development.

Possible Indicators

- Excessive withdrawal.
- Low self-esteem.
- Self-harm.
- Anxiety or depression.
- Delayed emotional development.
- Extreme compliance or attention-seeking behaviour.
- Difficulty forming relationships.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. This can occur online or offline and may not always involve physical contact.

Possible Indicators

- Inappropriate sexualised behaviour.
- Knowledge beyond expected developmental levels.
- Sudden behavioural changes.
- Reluctance to be with certain individuals.
- Self-harm.
- Unexplained gifts or money.
- Sexually transmitted infections or pregnancy.

[Home](#) | [CSA Centre](#)

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.

Possible Indicators

- Poor hygiene.
- Inadequate clothing.
- Frequent hunger.
- Untreated medical needs.
- Poor attendance.
- Tiredness or lethargy.
- Developmental delay.

[Neglect-Screening-Tool.pdf](#)

Staff should not attempt to diagnose abuse or investigate concerns. Their role is to observe, record and report. Any concern, no matter how small it may appear, should be shared promptly with the Designated Safeguarding Lead to ensure children receive the help and protection they need.