



1. Our strong safeguarding culture

1.1. Why it is important

One of the cornerstones of our safeguarding culture is this principle and the procedures contained within it. This policy applies to all staff, volunteers, trustees and councillors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

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1.2. What it means for our pupils

We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begin with recognising changes in behaviour or exploitation. Challenging behaviour may be an indicator of abuse.

All of our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.

2. Safeguarding legislation and guidance

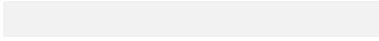
The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguarding Children (2018)
- Prevent Duty guidance: Guidance for specified authorities in England and Wales (2023)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019

3. Roles and responsibilities

Role	Name	Email
Priory Community School		
Headteacher		





7. Alternative provision

7.1. Where a pupil is placed with an alternative provision provider, we continue to be responsible for the

8. Mental health

8.1. Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

8.2. All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

8.3. We work in partnership with the DSL or a deputy who will alert other relevant agencies as necessary.

9. Children who are lesbian, gay, bi or trans (LGBT)

9.1. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

9.2. Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

9.3.

abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse initiation/hazing . used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

10.4. Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

10.5. All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

10.6. Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

Promoting an open and honest environment where children feel safe and confident to share their concerns and worries

Using assemblies to outline acceptable and unacceptable behaviour

Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities

Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

10.7. Investigating allegations

All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

Gather information -

19.1. Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

19.2. We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

19.3. Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

20. Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

20.1. If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or org

23.Safer Recruitment

23.1.The trust and school leadership teams are responsible for ensuring we follow recruitment procedures

vulnerability, disability and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

25.5. If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort .
- not automatically offer physical touch as comfort
- let the pupil know that to help them they must pass the information on to the DSL
- tell the pupil what will happen next and give them an opportunity to ask questions about what will happen next
- complete the concern form and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves
- let the pupil know when they can expect to be updated or receive more information, emphasising that the pupil can talk to them or the DSL at any time

25.6. Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, d/or the police before parents are notified.

26.

of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

27. Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share for the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies or the Headteacher are not available and a referral is required immediately.

28. Confidentiality and sharing information

28.1. Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead or Headteacher.

28.2. Sharing information

The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for deciding to do so.

Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Data Protection Officer.

28.3. Storing information

Our Confidentiality and Information Sharing policy and our Retention and Destruction Policy.

Our Confidentiality and Information Sharing policy and our Retention and Destruction policy is available on the trust website.

29.Special Circumstances

29.1.Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. The school will work with the local authority to ensure that the necessary arrangements, including the level of authority delegated to the carer by the authority looking after the child. The school will ensure that the necessary arrangements are in place for the child. The school will ensure that the necessary arrangements are in place for the child. The school will ensure that the necessary arrangements are in place for the child.

29.2.Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about the child's needs.

29.3.Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance

29.4.Children staying with host families

The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible

Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils

Appendix One - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-