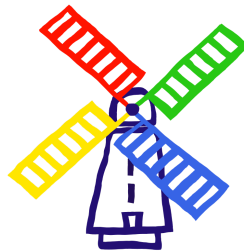


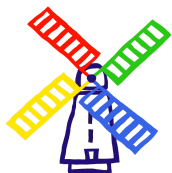
Child Protection Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising expectations. Fulfilling high standards.



This policy was adopted on: **1st September 2026**
The policy is to be reviewed by: **1st September 2027**
Headteacher: **Mrs Gemma Hillier**



Widmer End Community Combined School & Pre-School

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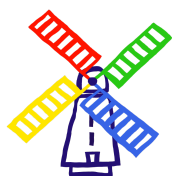


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APPENDIX



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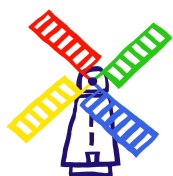
1. Contacts

School contacts

Headteacher	Gemma Hillier
Designated Safeguarding Lead (DSL)	Gemma Hillier (Headteacher) Tel: 01494 714371 ext.204 ghillier@widmerend.bucks.sch.uk
Deputy Designated Safeguarding Lead(s)	Vicki Marshall (Deputy Headteacher) Tel: 01494 714371 ext.207 vmarshall@widmerend.bucks.sch.uk Louise Ross-Wood (SEND Co) Tel: 01494 714371 ext.211 lross-wood@widmerend.bucks.sch.uk Sarah Munn (Pastoral Lead) Tel: 01494 714371 ext.210 smunn@widmerend.bucks.sch.uk
Designated Teacher for Children in Care and children previously in care (CiC)	Gemma Hillier (Headteacher) Tel: 01494 714371 ghillier@widmerend.bucks.sch.uk
Mental Health Lead	Sarah Munn (Pastoral Lead) Tel: 01494 714371 ext.210 smunn@widmerend.bucks.sch.uk
Prevent Lead	Vicki Marshall (Deputy Headteacher) Tel: 01494 714371 ext.207 vmarshall@widmerend.bucks.sch.uk
School Online Safety Lead	Liezl Van der Merwe
Protective Security & Preparedness Lead	Claire Weaver
Nominated Safeguarding Governor	Helen Carmody
Chair of Governors	Sundesh Hemraj chair@widmerendgovernors.org

Contacts in The Local Authority

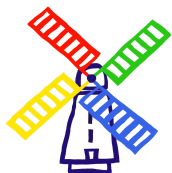
Emergency Duty Team	0800 999 7677 Before 9.00am, after 5.30pm Monday to Thursday, after 5.00pm Friday, and weekends
Education Safeguarding Advisory Service	Phone: 01296 387981



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ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	Email: Secure-esasduty@buckinghamshire.gov.uk
Buckinghamshire Children's Social Care / Multi-Agency Safeguarding Hub The First Response Team processes all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	Phone 01296 383 962 or 0800 999 7677 for out of hours Monday to Thursday: 9.00am-5.30pm Friday: 9.00am-5.00pm Email: Secure-cypfirstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	Phone 01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	Phone: 01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Thames Valley Police	Phone 101 (999 in case of emergency) FGM mandatory reporting: 101
NSPCC	0800 800 5000
Report Abuse in Education NSPCC Helpline	0800 136 663



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NSPCC Whistleblowing Advice Line	0800 028 0285
Childline	0800 1111
Disclosure & Barring Service	03000 200 190
Teaching Regulation Agency	020 7593 5392

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Positive Behaviour
- Supporting Children in Public Care
- Attendance (Pupils)
- Mobile Phone
- Artificial Intelligence (AI)
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping
- Children with Health Needs who Cannot Attend School



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Child Protection Policy

1. Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' (*Working Together to Safeguard Children 2026*)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children include everyone under the age of 18.

2. Introduction

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- "Working Together to Safeguard Children 2026" [Working Together To Safeguard Children July 2026](#)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - [Keeping children safe in education](#)
- Information Sharing Guidance for Safeguarding Practitioners [Information sharing advice for safeguarding practitioners](#)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2025 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counterterrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)



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- What to do if you're worried a child is being abused [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or who may be at risk of harm.

- Section 175 of the [Education Act 2002](#), places a duty on schools and local authorities to safeguard and promote the welfare of pupils

The Governing Body expects all staff to read and understand this policy and, as a minimum, Part One and Part Five of Keeping Children Safe in Education. Governors and senior leaders will read and understand Part One and Two of Keeping Children Safe in Education. Relevant staff will also use the additional information and support in Annexe B.

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.



Widmer End Community Combined School & Pre-School

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To ensure Widmer End Community Combined School & Pre-School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, <https://www.widmerend.bucks.sch.uk/> and hard copies are available from the school office.

3. Responsibilities

All staff, supply staff, volunteers, visitors, governors and contractors understand that safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Gemma Hillier (DSL & Headteacher) or, in her absence, to Vicki Marshall (DDSL & Deputy Headteacher) or Louise Ross-Wood (DDSL & SENDCo). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site, which would be Beth Watson (EYFS Leader) or Liezl Van der Merwe (SLT).

Staff must maintain a working knowledge of Buckinghamshire's Continuum of Need and the community-based Family Help pathway. This includes the criteria for targeted early help under sections 10 and 11 of the Children Act 2004; statutory support under section 17 of the Children Act 1989, including how this applies to disabled children; referral to local authority children's social care under section 47 where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm; and the operation of sections 20 and 31 of the Children Act 1989.

The DSL will, where necessary, refer through the Multi-Agency Safeguarding Hub for the targeted early-help level of Family Help, share information with relevant professionals and keep the child's circumstances under review. Staff may be asked to contribute to, or act as lead professional for, a community-based Family Help



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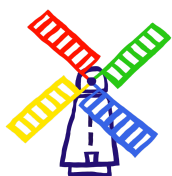
Child Protection Policy

assessment. If the child's needs do not improve or become more serious, the DSL will consider referral for statutory assessment without delay.

Staff must have the skills, knowledge and understanding to keep both Looked After children and previously Looked After children safe.

Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
 - Children with SEND, disabilities or health conditions may face additional safeguarding challenges online and offline. Staff must not assume that behaviour, mood or injury is attributable to a disability or medical condition without further exploration. Staff should be alert to isolation, prejudice-based bullying, the disproportionate effect of bullying and barriers that may prevent a child communicating how they feel.
 - Staff must also consider the child's cognitive understanding, including whether they can distinguish fact from fiction in online content and understand the consequences of repeating online content or behaviour in school. Reports of abuse involving a child with SEND will be managed through close liaison between the DSL and SENDCo.
- Children living with domestic abuse
- Children who are experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are lesbian, gay or bisexual, who are perceived to be lesbian, gay or bisexual, or who are gender questioning.
 - Being lesbian, gay or bisexual is not itself an inherent safeguarding risk. However, children may be targeted because of their actual or perceived sexual orientation, and risks may be compounded where they lack a trusted adult with whom they can be open. Staff will reduce barriers to disclosure and create a culture in which children can speak openly and safely about concerns.
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.



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- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation

Professional curiosity, respectful challenge and escalation

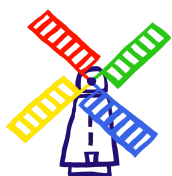
All staff and volunteers must maintain professional curiosity when working with children, families and other professionals. They should seek to understand the child's lived experience, explore inconsistencies, consider alternative explanations and remain alert to harm, neglect, exploitation or disguised compliance.

Where there is a difference of professional opinion, concern about the quality of decision-making or a belief that a child is not receiving an appropriate safeguarding response, staff must provide respectful professional challenge and seek timely resolution in the child's best interests. If concerns remain unresolved, staff must follow the school's safeguarding escalation procedure and the relevant multi-agency dispute-resolution process.

[Buckinghamshire's multi-agency dispute resolution process.](#)

The Governing Body understands and fulfils its safeguarding responsibilities. It must:

- Ensure that the Headteacher and (when not the Headteacher) the DSL creates and maintains a strong, positive culture of safeguarding within the school.
- Ensure safeguarding and child protection are at the forefront of, and underpin, all relevant policy and process development. Systems, processes and policies must be transparent, clear and easy to understand and operate, with the best interests of the child at their heart.
- Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.
- Regularly monitor and evaluate the effectiveness of this Child Protection Policy considering latest guidance and news as well as any changes in Widmer End School & Pre-School's setting.
- Complete and submit the annual safeguarding self-assessment audit in the Autumn Term - required by Buckinghamshire Council and the Buckinghamshire Safeguarding Children Partnership.
- Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.



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- Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.
- Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.
- Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.
- Ensure that school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- Ensure resources are allocated to meet the needs of pupils requiring child Protection or early intervention.
- Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.
- Ensure that children's wishes and feelings are taken into account when deciding what action to take and what services to provide.
- Ensure reporting routes are well promoted, easily understood and accessible so children can confidently report any form of abuse, know that concerns will be treated seriously and safely express their views and feedback.

It is the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet the threshold (low-level concerns). The guidance in Part four of [Keeping children safe in education](#) must be followed if there were any such concerns.



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The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The governing body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education.

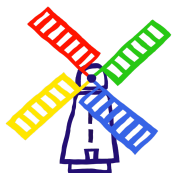
The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- Ensure child protection is regularly discussed at Governing Body meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.
- Ensure that filtering and monitoring systems are in place and take part in the review
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework-2019/education-inspection-framework-2019)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance. The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

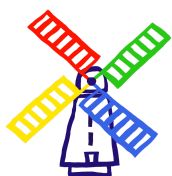
We have a Designated Safeguarding Lead (DSL) who is responsible for:



Widmer End Community Combined School & Pre-School

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- Creating a culture of safeguarding within the school where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help (FSS).
- Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection files are held separately from pupils' educational records.
- Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- Contributing effectively to multi agency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Headteacher (if DSL is not Headteacher) with up to date information of any issues.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring immediately to the Police, using the guidance, for any cases where a criminal offence may have been committed or risk of harm is imminent.
- Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.



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- To fulfil the DSL responsibilities as set out in the KCSiE, Annexe C.

The school's **Headteacher** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, "**Working Together to Safeguard Children**" [Working Together to Safeguard Children](#), "**Keeping Children Safe in Education**" [KCSiE](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Government Prevent Duty Guidance](#).

Widmer End Community Combined School recognises the high level of SEN needs in our school and ensures that SEN provision is prioritised and that safeguarding is of the highest importance and takes precedence when there are any child protection concerns.

We will ensure:

Visitors will be:



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- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the premises by school staff.
- Given a safeguarding leaflet to read as well as being directed to posters which are located all over the school, informing them of how to report a concern
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

All members of staff must complete regular safeguarding training every 3 years, attend regular annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction including online safety and the school's filtering and monitoring system.

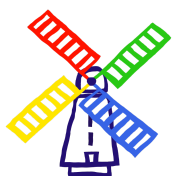
Safeguarding and online-safety training is integrated with the school's wider safeguarding approach, staff development and curriculum planning. Inductions will include this policy; the Staff Code of Conduct; low-level concerns guidance; the Positive Behaviour Policy; Attendance Policy (pupils); online safety; filtering and monitoring; and the role and identity of the DSL and Deputy DSLs. Copies of the relevant policies and Part One of Keeping Children Safe in Education will be provided at induction, these are subsequently stored in the Staff Room.

All staff will receive safeguarding and child-protection updates, including online-safety updates, as required and at least annually. All staff will read the Child Protection policy, Part 1 of KSCIE, at least annually, and will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern
- Staff must make a written report using the school record keeping process



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- All concerns are logged on CPOMS by staff within the school setting. Visitors, who do not have access to the online system, will use pink forms which are located in the staff room.
- Staff must ensure the time and date of the incident is recorded
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
- Use a body map to record any injuries seen or reported by the child
- Staff must sign and date the report giving details of their role within school
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address any absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Our Attendance Officer/Pastoral Lead has a clear system to support families with on-going absence and our office team follows up promptly once registers are taken to ensure that all pupils who are not in school have been checked on to ensure they are safe.

All children attending our school are required to have a minimum of two identified emergency contacts. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

Widmer End School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. Staff are to speak to the school DSL, Mrs Gemma Hillier, in the first instance, or the safeguarding governor if the issue involves the DSL. Posters around the school explain who children need to speak to. A leaflet handed to visitors explains the process to them.

Our Lettings Policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy or Guidance** of any organisation hiring the school's facilities.



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The school operates Safer Recruitment practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. We invite the NSPCC in to hold assemblies, deliver a robust PSHE curriculum called Kapow, hold lessons by the local Community Support Police Service, Internet Safety Week and anti-bullying week is highlighted, PANTS lessons are carried out in Key Stage One and assemblies focus on safety.

5. Record-Keeping and Retention of Records

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

Records should include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will



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remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6. Alternative Provision

When a child attends Alternative Provision, the school remains responsible for the child's safeguarding and must be satisfied that the placement is suitable, safe and able to meet the child's educational, attendance, welfare and safeguarding needs.

Before commissioning and throughout the placement, the school will obtain written confirmation that the provider has carried out appropriate safeguarding and safer-recruitment checks on staff. The provider must confirm in writing that it will notify the school of any arrangements or changes, including staffing changes, that may put the child at risk, so that the school can assure itself that appropriate checks on new staff are complete.

The school will maintain active oversight through attendance monitoring, regular communication, review meetings, progress tracking, welfare checks, visits and pupil voice. Any concern about attendance, missing education, exploitation, mental health, behaviour, welfare, the quality of provision or the suitability of the placement will be acted on promptly through the school's safeguarding procedures.

Attendance data is received daily by the Office Manager and reviewed weekly and half termly by the Pastoral Lead.

7. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.



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All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

Ordinarily, the school will explain its intention to refer and seek informed parental or carer consent unless doing so could place the child at greater risk, impede a criminal investigation or otherwise be contrary to the child's best interests.

Consent is not required where information sharing is necessary for child protection, safeguarding or assessment of a child's needs. The school may process and share information under the public-task basis in Article 6 of the UK General Data Protection Regulation and its statutory safeguarding duties. Data-protection law must not be used as a reason to delay or prevent sharing information needed to keep a child safe.

Where withholding information is necessary to prevent serious harm, the school may do so in accordance with the Data Protection Act 2018 and UK GDPR. The DSL will keep detailed, accurate and secure records of what was shared or withheld, with whom, why and the rationale for the decision, including decisions to make or not make a referral.

Gov guidance link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

8. Recognising abuse, neglect and exploitation

Safeguarding issues rarely occur in isolation and multiple risks may overlap. Staff should be alert to sexual abuse, harassment and exploitation; domestic abuse in children's own intimate relationships, including physical, sexual and emotional abuse and stalking; criminal exploitation, including financial exploitation; serious youth violence; county lines; and radicalisation.

Technology may enable abuse online and offline at the same time. This may include abusive, harassing, misogynistic or misandrist messages; non-consensual sharing of intimate images; and the sharing of abusive images or pornography with people who do not wish to receive it. If staff are unsure, they must speak to the DSL or Deputy DSL.

In the event of a child disclosing abuse staff must:

- Refer to the following guidance:

“What to do if You’re Worried a Child is Being Abused” [Information Page](#)



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- Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone.
- Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At Widmer End Community Combined School & Pre-School, children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.

Children are taught and reminded regularly using the posters around school who they can speak to if they have any concerns. This is also taught as part of lessons in PSHE through the school.

Following a report of concerns the DSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, [When to call the police](#). The rationale for this decision should be recorded by the DSL.
- School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and,



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if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

- If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
- If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

9. Multi-agency working

Widmer End Community Combined School & Pre-School knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, Widmer End Community Combined School & Pre-School will co-operate alongside other agencies with the published arrangements.

Widmer End Community Combined School & Pre-School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

Widmer End Community Combined School & Pre-School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.



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11. Safer Recruitment

Widmer End Community Combined School & Pre-School follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

Here at Widmer End Community Combined School & Pre-School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults and staff are advised this during the induction process.

We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

At Widmer End Community Combined School & Pre-School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.



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The Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Head Teacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Head Teacher/Senior Teacher must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found in our school office and staff room.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children. Where there are low-level concerns recorded against a member of staff, these should be reviewed regularly, and, if they are considered significant, the processes for allegations should be followed.



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13. Use of school premises for non-school activities

Where school premises are hired or rented for community or extra-curricular activities, the Governing Body will ensure appropriate safeguarding arrangements are in place, whether or not the children attending are on the school roll.

The school will obtain and, where necessary, inspect the hirer's child-protection and safeguarding policies and procedures and agree how safeguarding concerns will be reported to the school. Safeguarding requirements will be included as a condition of hire, lease, use or occupation, and failure to comply may result in termination of the agreement.

The school will have regard to Keeping Children Safe in Out-of-School Settings when assessing the safeguarding arrangements expected of providers.

14. Whistleblowing

We have a Whistleblowing Policy which can be found in our staff room. Staff are required to familiarise themselves with this document during their induction period and also annually.

All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

Low-level concerns about adults working with children

The school is committed to a culture in which all concerns about the conduct, behaviour or actions of adults working with children are recognised, reported and addressed. A low-level concern is any concern, however small, that an adult may have acted in a way that is inconsistent with the Staff Code of Conduct, professional standards or expected safeguarding practice, even where the harm threshold is not met.

Staff must report low-level concerns promptly to the Headteacher, Mrs Gemma Hillier, or, in her absence, Mrs Vicki Marshall. Concerns will be recorded, reviewed for patterns and managed fairly, proportionately, sensitively and confidentially. Effective management of low-level concerns protects children, reinforces professional boundaries, promotes accountability and safeguards staff from misunderstanding or unfounded allegations. Any concerns regarding the headteacher should be reported to the Chair of Governors, Mr Sundesh Hemraj.



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15. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our behaviour policy. Staff have all received Step On Training which is a de-escalation strategy and then select members of staff have received Step Up training to be able to positively handle pupils who need support. [Use of reasonable force in schools](#)

16. Anti-Bullying

Anti-Bullying is referenced within the Anti-Bullying policy and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. Our Equalities Governor monitors and reports back to governors regularly on how we are performing and addressing equalities.

18. Health and Safety

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day. Where a pupil uses a taxi to and from school, they use an approved taxi firm with drivers who have had DBS checks and are allowed to transport pupils to and from school.

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. Pupils will be signed out using the 'Inventry' system in the entrance lobby and will not be permitted to leave the school without written permission. Where a child is living between two homes, with shared contact, the school office will call and check with both parents if one parent unexpectedly arrives at school to take their child home.



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Parents drop their children off at one of the two gates between 8:30 and 8:43am each morning and staff are on duty on the playground until the whistle is blown. Teachers escort their class onto the playground at the end of the day and ensure that each child goes home with the correct adult. Pupils in Year 4, 5 and 6 who walk home must have written permission to do so and then a gate pass is attached to their bag so that staff can see they have been permitted to do this.

Children attending the wraparound provision are dropped and collected using a telephone system: parents dropping and collecting ring a phone number to contact a member of wraparound staff who will take or collect children from the front entrance when there is confirmation the adult collecting is registered with them.

In the rare event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site; we will then make contact with the pupil's parents/carers and inform the police.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At Widmer End School, we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

19. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

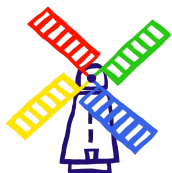
All school staff and governors have completed Prevent training and we have training logs to evidence this.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

20. Opportunities to teach safeguarding

The school will teach children how to keep themselves and others safe, including online, in ways that are age appropriate and responsive to individual needs, including the needs of children with SEND and children who have experienced abuse.



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Preventative education will form part of a whole-school approach and will be delivered through Relationships Education, Health Education, PSHE and the wider curriculum (see section 4 above). It will address healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; recognising coercive or controlling relationships; sexual exploitation, abuse, grooming and harassment; domestic abuse; forced marriage and female genital mutilation; and why sexual harassment and sexual violence are always unacceptable.

21. Online Safety

All staff are aware of the school policy for **Online-Safety** which sets out our expectations relating to:

- ☒ Creating a safer online learning environment,
- ☒ Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- ☒ Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- ☒ Use of camera equipment, including smart phones.
- ☒ What steps to take if there are concerns and where to go for help.
- ☐ Staff use of social media as set out in the **Staff Code of Conduct**.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

- **CONTENT** - exposure to illegal, inappropriate or harmful content, including pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation and conspiracy theories.
- their **CONDUCT** on-line
- who they have **CONTACT** within the digital world
- **COMMERCE** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Further information can be found in our online safety policy.



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Widmer End Community Combined School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. The Governing Body will ensure an annual review and risk assessment of online safety, filtering and monitoring. The review will involve a senior leader, the DSL, the IT service provider and the nominated governor. It will consider the online risks faced by pupils, the effectiveness of filtering and monitoring, and the school's resilience to current cyber-security threats. Actions, decisions and review outcomes will be recorded.

The school will maintain appropriate security protections for its systems, staff and pupils and will periodically review their effectiveness against evolving cyber-crime and cyber-attack risks, having regard to the Department for Education's digital and technology standards and National Cyber Security Centre guidance.

The school recognises that generative artificial intelligence tools may support teaching, learning and administrative activities when used appropriately. Any use must be safe, ethical, lawful and consistent with the school's safeguarding, data-protection, acceptable-use and assessment policies.

Staff and pupils must not enter personal, confidential or sensitive information into artificial intelligence tools and must critically evaluate generated content, which may be inaccurate, biased or incomplete. Artificial intelligence will support, rather than replace, professional judgement, learning, creativity and independent thinking. Pupil use will take place only with the safeguards and supervision set out in the school's Artificial Intelligence Policy.

School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

We have an e-safety and a mobile phone policy which sets out the acceptable use of mobile technologies and electronic devices by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to. From 1 September 2026, we will follow the Department for Education's statutory guidance on mobile phones in schools. Our Mobile Phone Policy prohibits pupil use of mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtime, subject only to the reasonable adjustments and authorised exceptions set out in that policy. The policy also addresses smart technology, unrestricted access through mobile networks, online bullying, sexual harassment, coercive or controlling behaviour, intimate-image sharing and access to harmful content.

Visitors to our school are respectfully requested to turn all mobile devices off. Volunteers working directly with children are asked to hand their mobile phones into the school office.



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Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.

All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

22. Sharing nude or semi-nude images, including AI-generated imagery

This includes synthetic, digitally altered or manipulated imagery. Creating or sharing nude or semi-nude images of a person under 18, including images generated or altered using artificial intelligence such as deepfakes, must be treated as a safeguarding concern and managed under the school's safeguarding and child-on-child abuse procedures.

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

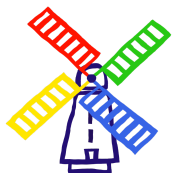
Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

23. Child on Child Abuse, including sexual violence and sexual harassment

Widmer End Community Combined School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.



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All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Consensual and non-consensual sharing of self-generated intimate images and/or videos, including images generated or altered using artificial intelligence, such as deepfakes.
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate



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- Refer to any other relevant policies when dealing with incidents, such as the **Positive Behaviour Policy** and/or the **Anti-Bullying Policy**.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensures that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

24. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.



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25. So-Called 'Honour' Based Abuse

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Widmer End Community Combined School & Pre-School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fcdo.gov.uk

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise both male and female pupils may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

26. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system.

At Widmer End Community Combined School & Pre-School all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.



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Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare. In such cases the individual needs and vulnerabilities of each child will be considered. Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

27. Serious Violence

Serious violence is a continuing safeguarding concern and may involve physical assault, carrying, threatening with or using weapons, peer conflict, bullying or criminal exploitation. Any concern that a child is carrying or using a weapon, or intends to do so, must be reported immediately to the DSL or Deputy DSL, who will assess the risk and take appropriate action, including action to de-escalate peer conflict.

Staff should be alert to increased absence, changes in friendships, declining performance, self-harm, unexplained injuries, new possessions, disrupted education, suspensions or exclusions, time in Alternative Provision or a history of offending. The school will consider when risks may be highest around the school day and will provide early, evidence-based support, including access to trusted adults, social and emotional skills support and, where available, mentoring or therapeutic intervention.

Children involved in serious violence may themselves be victims. The school will safeguard victims and children who are at risk of, or involved in, violence and will make referrals to the police, children's social care or other agencies where required.

28. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse', can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

29. Children who need a social worker (Child Protection and Child In Need Plans)

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

Widmer End Community Combined School & Pre-School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.



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Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children and Widmer End Community Combined School & Pre-School will work in partnership with them and the Local Authority to improve outcomes for these children.

30. Children who are absent from education and attendance as a safeguarding priority

Frequent, prolonged, repeated or unexplained absence may be a warning sign of abuse, neglect, sexual or criminal exploitation, poor mental health, radicalisation, female genital mutilation, forced marriage or other welfare concerns. Attendance will be monitored as a safeguarding indicator and considered alongside safeguarding, behaviour and welfare information. Particular attention will be given to persistent absence, severe absence, children missing education, reduced or part-time timetables and failure to return following a period of absence.

Staff will follow the Attendance Policy and the school's procedures for children who are absent from education, including local-authority notification and information-sharing requirements. Where absence suggests that a child may be suffering or at risk of harm, safeguarding procedures and referrals will take precedence.

31. Elective home education

Where a parent or carer indicates an intention to remove a child from school for elective home education, the school will notify the local authority as required. Where appropriate and proportionate, the school and local authority will seek an opportunity to discuss the decision with the parent or carer before arrangements are finalised, so that the implications and the child's best interests can be considered. Particular consideration will be given where the child has SEND, a social worker or other vulnerabilities. Existing safeguarding concerns and relevant records will be shared with the local authority in accordance with the school's information-sharing duties.

32. Mental Health

All staff should be aware that mental-health problems can develop into safeguarding concerns or indicate that a child has suffered or is at risk of abuse, neglect or exploitation. This includes self-harm, eating disorders, suicidal ideation and risk of suicide.



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Staff should be alert to significant changes in behaviour, ongoing sleep difficulties, withdrawal from social situations, loss of interest in usual activities, physical signs of self-harm and signs that a child is neglecting themselves. Only appropriately trained professionals should diagnose a mental-health condition.

At Widmer End Community Combined School & Pre-School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation. Where a mental-health concern is also a safeguarding concern, staff must record it and speak to the DSL or Deputy DSL without delay. If a child is in immediate danger, staff must call 999 or take the child to Accident and Emergency immediately. Where urgent mental-health help is required but it is not an emergency, staff should use NHS 111 online or call 111 and select the mental-health option.

Our school will maintain a clear system for identifying possible mental-health problems, routes for escalation, referral arrangements and accountability. The Mental Health Lead, Mrs Munn, is supported by the Senior Leadership Team.

Where there are concerns for a child's mental health, we will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. [Mental health and behaviour in schools](#)

At Widmer End, we have a duty of care to parents and carers and will ensure that they are provided with the advice and support they might need regarding their mental health and wellbeing.

33. Looked After Children

Widmer End Community Combined School & Pre-School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children. The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Governing Body will ensure that appropriate staff have the information they need about a child's legal status, contact arrangements, care arrangements and the authority delegated to the carer. The DSL and Designated Teacher will have the details of the child's social worker and the relevant Virtual School Head.

The school recognises that previously looked-after children may remain vulnerable and that prompt multi-agency action may be needed. The school will also have regard to the Virtual School Head's extended role in promoting the educational achievement of children in kinship care.



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The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

34. Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

[NICCO](#)

35. Homelessness

Widmer End Community Combined School & Pre-School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual is at risk, school will seek timely support from the local authority.

36. Modern Slavery and the National Referral Mechanism

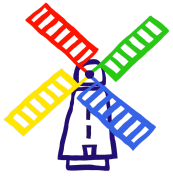
Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

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

37. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.



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If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.



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Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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

Emotional Abuse

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



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Sexual Abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – “Keeping Children Safe in Education”. [Home Office – Serious Violence Strategy](#)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store



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and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education**”

Extremism

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.

Harmful sexual behaviour (HSB)

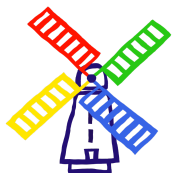
Children’s sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as “Harmful Sexual Behaviour” (HSB).

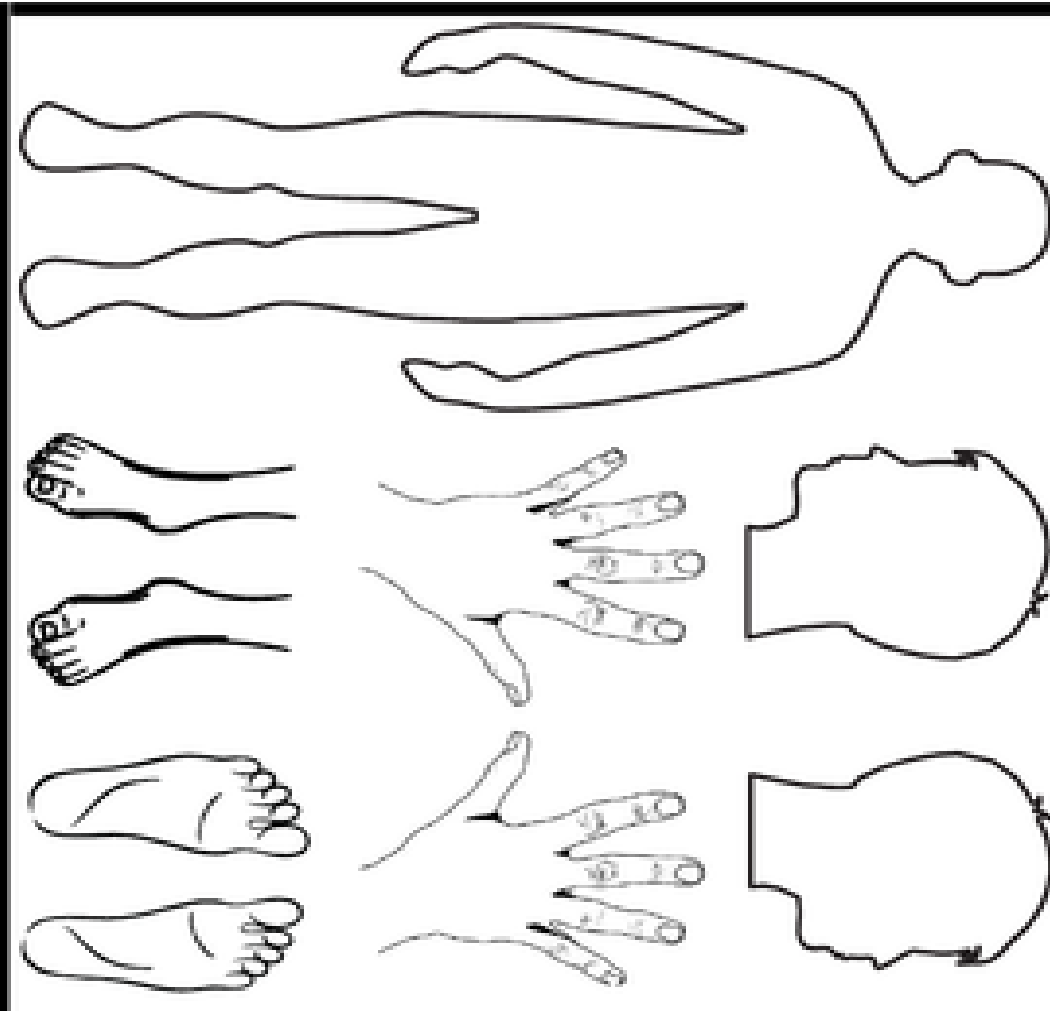
Recording safeguarding concerns on CPOMS

Staff must record safeguarding concerns on CPOMS without delay. Records must:

- use the child's own words where possible;
- distinguish fact, observation, professional opinion and third-party information;
- record the date, time, location and people present;
- include relevant context, visible injuries and any action taken;
- record decisions, outcomes and the rationale for action or inaction; and
- be submitted to the DSL in accordance with the school's reporting procedure.

A body map may be used to record the location and appearance of a visible injury. It must not be used to examine a child, investigate an allegation or ask the child to remove clothing beyond what is necessary for ordinary care or first aid.



CHILD PROTECTION BODY MAP	
	
Name of child:	
Date of birth:	
Staff member raising concern:	
Date recorded:	
Observations:	