

**Excalibur Academies Trust**  
**Child Protection and Safeguarding**  
**Policy**

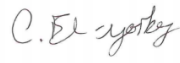
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## Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	September 2023	Catriona Mangham	September 2024

## Adoption by academy

Role	Name	Signature	Date
Chair of Governors	Luke Martin		
Principal	Clare El-yorby		23.08.23

## Key Safeguarding Personnel at the Academy

Role	Name	Tel	Email
Principal	Clare El-yorby	01793 52402 4	<a href="mailto:principal@nythe.excalibur.org.uk">principal@nythe.excalibur.org.uk</a>
Designated Safeguarding Lead (DSL)	Clare El-yorby	01793 52402 4	<a href="mailto:principal@nythe.excalibur.org.uk">principal@nythe.excalibur.org.uk</a>
Deputy Designated Safeguarding Lead/s (DDSLs)	Jenni Akroyd Carly Robbins	01793 52402 4	<a href="mailto:jakroyd@nythe.excalibur.org.uk">jakroyd@nythe.excalibur.org.uk</a> <a href="mailto:crobbsins@nythe.excalibur.org.uk">crobbsins@nythe.excalibur.org.uk</a>
Nominated Governor	Luke Martin		<a href="mailto:luke.martin@gov.excalibur.org.uk">luke.martin@gov.excalibur.org.uk</a>
Chair of governors	Luke Martin		<a href="mailto:luke.martin@gov.excalibur.org.uk">luke.martin@gov.excalibur.org.uk</a>
Designated teacher for Looked After Children	Clare El-yorby	01793 52402 4	<a href="mailto:principal@nythe.excalibur.org.uk">principal@nythe.excalibur.org.uk</a>
Mental Health Lead	Jenni Akroyd	01793 52402 4	<a href="mailto:jakroyd@nythe.excalibur.org.uk">jakroyd@nythe.excalibur.org.uk</a>
Excalibur Board member responsible for safeguarding	Jeanette Longhurst		<a href="mailto:jeanette.longhurst@excalibur.org.uk">jeanette.longhurst@excalibur.org.uk</a>
Central team member responsible for safeguarding	Felicity Hawkins		<a href="mailto:felicity.hawkins@excalibur.org.uk">felicity.hawkins@excalibur.org.uk</a>

**The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)**



## ESSENTIAL CONTACT DETAILS

<b>Children’s Social Care referrals</b> to Multi-Agency Safeguarding Hub (MASH)	01793 466903 <a href="mailto:swindonmash@swindon.gov.uk">swindonmash@swindon.gov.uk</a>
Out of hours	01793 436699
If you believe a child is <u>at immediate risk</u> of significant harm or injury, call the police	101 / 999
<b>Designated Officer for Allegations (DOFA/LADO):</b>	01793 463854
<b>Early Help Single Point of Entry</b>	01793 466479

## Contents

PART 1: Policy.....	4
1.1 Definitions.....	4
1.2. Introduction .....	4
1.3 Overall Aims .....	6
1.4 Professional expectations, roles, and responsibilities.....	6
1.5 Safeguarding training for staff .....	9
1.6 Safeguarding in the curriculum.....	10
1.8 Whistleblowing.....	10
1.9 Safer recruitment and safer working practice .....	10
PART 2: Procedures .....	11
2.1 Reporting concerns.....	11
2.2 Information Sharing .....	11
2.3 Multi-agency working .....	12
2.4 Suspensions, permanent exclusions, and commissioning of Alternative Provisions .....	12
2.6 Children Missing from Education.....	13
2.7 Respond to incidents of child-on-child harm.....	14
2.8 Responding to allegations of abuse made against professionals. ....	15
2.9 Mental health and wellbeing.....	15
2.10 Online Safety .....	16
Appendix A – Key Guidance for safeguarding issues.....	18
Appendix B – Reporting concerns .....	18



## PART 1: Policy

### 1.1 Definitions

**Safeguarding** is defined as:

- Protecting children from maltreatment.
- 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.
- And taking action to enable all children to have the best outcomes.

**Child Protection** is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

**This policy applies to all staff in our academy.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the academy, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in academy (except for approved expenses).
- **Principal** refers to the lead practitioner in the school, whatever their title. It includes anyone deputising for the Principal in their absence.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our academy roll and any child under the age of 18 who comes into contact with our academy. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child at academy or outside of academy hours are within the scope of this policy.**

### 1.2. Introduction

At Excalibur Academies Trust and its schools, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.

We take an '**it can happen here**' approach where safeguarding is concerned. **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Excalibur Academies Trust and its schools are committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.



- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

### Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND) and those with medical conditions, in line with our Special Educational Needs and Disability Policy ([here](#)), Children with Medical Health Needs Who Cannot attend School Policy ([here](#)) and Supporting Children with Medical Conditions ([here](#)).

We adhere to the principals of anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#) and the [Human Rights Act 1998](#).

### Current legislation and National / Local Guidance

All action taken by Excalibur Academies Trust and its schools will be in accordance with the following current legislation and statutory national, and local guidance:

**Working Together to Safeguard Children (2018)**, which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

**Keeping Children Safe in Education (2023)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

**Early Years Foundation Stage statutory framework (2021)** is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.

**What to do if you are Worried a Child is Being Abused** – Advice for Practitioners

**Local Guidance from the Local Safeguarding Partnership:** around particular safeguarding topics are available on the local website ([Swindon Safeguarding Partnership Website](#)).

This policy has been written to reflect the school's compliance with the above documents. It does not seek to replicate the details contained within these documents. Staff should reference these when carrying out their duties.

All staff, including volunteers, are expected to refer to them, as needed.

This policy does not seek to detail procedures that staff should follow, except where these are required in the policy by *Keeping Children Safe in Education (KCSiE) 2023*.



For Excalibur procedures, linked to safeguarding please refer to Excalibur Academies Trust's Safeguarding Handbook which accompanies this policy.

**This policy should be read in conjunction with the following policies:**

- Recruitment and Selection
- Whistleblowing and Public Interest Disclosure
- Code of Conduct for Staff/ Staff Behaviour Policy
- Behaviour (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and Exclusions Policy of a separate document)
- E-Safety and On-line Safety Policies
- Attendance Policy (including the safeguarding response to children who go missing from education)
- Health and Safety Policy
- Sexual Harassment Policy
- Low level concerns Policy
- Equality Policy
- Use of Reasonable Force Policy and Practice
- Health and Mental Wellbeing Guidance
- Supervision Policy
- Children with Medical Health Needs Who Cannot attend School Policy
- Supporting Children with Medical Conditions Policy.

Principals (and the CEO in relation to Central Trust members) must ensure that all policies and procedures are accessible, understood and followed by all staff.

### 1.3 Overall Aims

This policy will contribute to the safeguarding of children at Nythe Primary School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.

Nythe Primary School is named as a relevant agency in the Local Safeguarding Partnership (Swindon Safeguarding Partnership). This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Swindon Safeguarding Partnership.

### 1.4 Professional expectations, roles, and responsibilities

#### **Role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding lead(s) (DDSLs)**

The Designated Safeguarding Lead and the Deputy Safeguarding Lead(s) are appointed in line with the requirements of *KCSiE (2023)*.

The DSL and DDSL(s) have responsibility for leading safeguarding and child protection within school, ensuring the school adheres to all the expectations and requirements detailed in *KCSiE (2023) Annex C*.



In Excalibur, all DSLs have the right to supervision. This supervision is provided by other trained DSLs or the Head of Safeguarding and is structured with choice to uptake when needed. All supervision follows the Excalibur Academies Trust Supervision Policy.

**All staff (including volunteers) will:**

- Read and understand Part 1 of *Keeping Children Safe in Education (2023)*. Those working directly with children will also read Annex A and B. Those who do not work directly with children will read Part 1 and Annex A.
- Comply with the policies and procedures of the school, including those related to safeguarding.
- Read and sign the Code of Conduct, annually.
- Know how to contact the DSL and any deputies, the Chair of Governors and the Governor responsible for safeguarding.
- Be clear as to the setting's policy and procedures about child on child abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety.

**In addition to the above:**

**The DSL and DDSL(s) will:**

- Be familiar with and follow the duties of the role as described in KCSiE, 2023, including Annex C.
- Will read through the Safeguarding Handbook and ensure it is available online to all staff.
- Follow the diary of actions in the handbook and complete all tasks laid out within it.
- Attend the first Academy Committee meeting each year to contextualise the setting the child protection and safeguarding practice and report on the training situation, including the effectiveness of the training
- Inform the Head of Safeguarding of any strategic issues relating to safeguarding, including any change to the Academy Committee Safeguarding Lead.

**Designated Looked after Children Lead, the SENDCo and the Mental Health Lead will:**

- Read and understand *Keeping Children Safe in Education (2023)*, in full.

**The Principal will:**

- Read and understand *Keeping Children Safe in Education (2023)*, in full, and all associated policies.
- Act as DSL or appoint a DSL and DDSL(s).
- Meet regularly with the DSL and DDSL(s) to ensure they are able to fulfil their roles and quality assure the work they are doing,
- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training.
- Ensure all staff understand and comply with all school policies and Part One of *KCSiE, 2023*
- Provide all staff with regular safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) or delegate this to the DSL



- Ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Follow recruitment procedures in line with *KCSiE, 2023*.
- Follow the correct procedures regarding allegations made against members of staff additionally informing the Head of HR.
- Act as the “case manager” in the event of an allegation of abuse is made against another member of staff in agreement with the Head of HR.
- Report any concerns about the work of Trust employees (who are not part of the school staff) to the CEO and the Excalibur Board Safeguarding Lead.
- Ensure that the use of volunteers, visitors, agencies / third parties, trainee teachers / students and contractors in school, complies with *KCSiE, 2023*.
- Give staff the opportunity to contribute to policy and procedure arrangements and shape safeguarding arrangements and the Safeguarding and Child Protection Policy.
- Ensure section 128 checks have been carried out on their governors.
- Complete monitoring pro-forma by the Trust and return within time allocated.
- Follow local arrangements regarding safeguarding partners and child death review partner arrangements.
- Ensure the relevant staffing ratios are met, where applicable.
- Make sure each child in the Early Years Foundation Stage is assigned a key person and that takes place in line with the Supervision Policy.

**The Senior Leadership will:**

- Read and understand *Keeping Children Safe in Education (2023)*, in full, and all associated policies.
- Familiarise themselves with their role within the local safeguarding arrangements, ensuring that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions carry out their duties with a safeguarding consideration.

**The Academy Committee will:**

- Read and understand section 1 of *Keeping Children Safe in Education (2023)* and Annex A.
- Monitor pupil attendance, behaviour, mental health and wellbeing.
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay.
- The appointed Safeguarding Governor will liaise with the Principal and the DSL to produce, carry out and submit the LA safeguarding audit and the Excalibur Safeguarding audit which needs to be sent to the Head of Safeguarding.

**The Excalibur Central Team will:**

- Read and understand section 1 of *Keeping Children Safe in Education (2023)*, and Annex A.
- Liaise with Head of Safeguarding if they become aware of any concerns that are not being appropriately addressed or resolved in school.

**The Trust Head of Safeguarding will:**

- Support Principals and Academy Committee in implementing and monitoring this policy and ensure that each academy has read and understand *Keeping Children Safe in Education (2023)*, in full.





- Support the Trust in providing model policies related to safeguarding and child protection.
- Provide support and advice for schools via the DSLs and Principals.
- Monitor the work of the school, including the Academy Committee and the Central Team, to ensure the school and the Trust are following this policy and has all the necessary policies, procedures and practices in place. In relation to safeguarding and child protection, attendance, behaviour and mental health and wellbeing.
- Liaise with the Board's safeguarding lead and the CEO in order to help them fulfil their duties.

### **Excalibur Academies Trust Board**

The Board of Trustees will:

- Take overall strategic responsibility for the safeguarding practices across the Trust, holding the CEO to account.
- Read and understand section 1 of KCSiE 2023, and Appendix A, and follow their duties as 'the proprietor'.
- Have a strategic overview of safeguarding and child protection issues across the Trust.
- Approve this policy at each review (or earlier if there are updates) and ensure it complies with the law.
- Hold the CEO to account for the implementation of the Child Protection and Safeguarding Policy and associated procedures.

## **1.5 Safeguarding training for staff**

Training around safeguarding topics (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach. Details of training required is in the Safeguarding Handbook.

### **All staff:**

- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings). Staff training includes clear reference to the Whistleblowing Policy and guidance for escalating concerns.
- Must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- As appropriate, will receive training in relation to use of reasonable force and positive handling, ideally anticipating in advance when this training might be needed in light of the local situation.

### **Early Years' Staff Supervision:**

We comply with the Statutory Framework for Early Years Foundation Stage, 2011: 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.' (Statutory framework for the early years foundation stage (DFE, 2017)). See Excalibur Supervision Policy.

### **Designated Safeguarding Lead and Deputies:**

- Will undergo formal training to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will



be updated every two years. Deputies will be trained to the same level as the DSL.

- Will liaise with the Local Safeguarding Partnership to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

#### **Staff with other Responsibilities**

- The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.
- The Mental Health Lead will have access to appropriate training.

#### **Recruitment Training:**

- The Board will ensure that at least one person on any recruitment panel of a Principal or Head of School will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- The Principal will ensure that at least one person on any appointment panel within school will have undertaken safer recruitment training, in line School Staffing (England) Regulations 2009.
- All new staff are on-boarded and receive induction in line with KCSiE part 1.

## **1.6 Safeguarding in the curriculum**

Nythe Primary School is dedicated to ensuring that learners are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all learners, and a more personalised or contextualised approach for more vulnerable learners, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

We follow the curriculum requirements as set out in *KCSiE 2023*.

The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g. to respond to an increase in bullying incidents).

School will provide engagement opportunities with parents and carers to consult on key aspects of the curriculum, according to the local situation/need.

## **1.8 Whistleblowing**

The Trust has a Whistleblowing policy ([here](#)) detailed within its Employment Manual, available to all Trust employees and volunteers.

## **1.9 Safer recruitment and safer working practice**

Nythe Primary School pays full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2023; Part 3)

Other related Excalibur policies:

- Low level concerns
- Use of Reasonable Force



## PART 2: Procedures

All procedures can be found in detail in the Safeguarding Handbook. This is available to all staff (on the staff drive).

### 2.1 Reporting concerns

All staff are clear about recording and reporting concerns in a timely way. In the case a learner is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in the Safeguarding Handbook. This includes responses to child-on-child harm and learners who present with a mental health need.

At Nythe Primary School, learners can raise their concerns via discussion with trusted adults. All concerns will be treated seriously.

### 2.2 Information Sharing

Nythe Primary School is committed to having due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#).

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Nythe Primary School will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt, Nythe Primary School will seek legal advice.

**The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**



## 2.3 Multi-agency working

Nythe Primary School is a relevant agency in the Swindon Safeguarding Partnership and will work together with appropriate agencies to safeguard and promote the welfare of children, including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the local authority in which that child resides. The list of safeguarding contacts and other key agencies are listed in Appendix B.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to the Local Authority Virtual School.

Nythe Primary School will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings, such as integrated support plan meetings initial and review child protection conferences and core group meetings.

### 2.4.1 Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.
- In situations where a child in care may be put on to part time timetable, the school will consult with the relevant Virtual School following local procedures.
- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Local Authority Violence Reduction Unit (Safer Options) who will consider a proportionate response.
- If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local PCSO/School Police Beat Officer/School Officer.
- In the rare event that a child death occurs, or a child is seriously harmed, Nythe Primary School will notify the Local Partnership as soon as is reasonably possible and the Excalibur CEO and Head of Safeguarding.

## 2.4 Suspensions, permanent exclusions, and commissioning of Alternative Provision

(To be read in conjunction with the Behaviour Policy)

When the setting is considering suspending or permanently excluding a learner where additional vulnerability is identified, it is important that the learner's welfare is a paramount consideration. The Principal will consider their legal duty of care when sending a learner home.

Nythe Primary School will exercise their legal duties in relation to their interventions. This includes:



- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

### 2.5.1 - Actions to take

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm.
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the governing body.

### 2.5.2 - Commissioning Alternative Provisions

In the event where Nythe Primary School commissions an Alternative Provision, they will follow local guidance to ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for learners who are not taught on site.

Nythe Primary School will continue to be responsible for the safeguarding of that learner and will make necessary checks on the provider to meet the needs of the learner. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

## 2.6 Children Missing from Education/Absent from Education

(To be read in conjunction with the Attendance Policy)

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL and reviewed.

Nythe Primary School will follow the guidance detailed in Children Missing Education (2016) This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.



### 2.6.1 - Elective Home Education

Nythe Primary School will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files should be shared with the Local Authority Elective Home Education service and consideration of whether additional support from children's social care should be made in line with the Children Act 1989.

## 2.7 Respond to incidents of child-on-child harm.

All staff should recognise that children can abuse their peers (including online). It is important that incidents of abuse and harm are treated under safeguarding policy in conjunction with the behaviour policy. However, concerns regarding the welfare of learners requires process and records to be kept on the child's safeguarding/child protection file.

Further examples of child-on-child harm this can be found in the Safeguarding Handbook. It is recognised that child-on-child abuse can happen inside and outside of school/college or online.

At Nythe Primary School:

- We have a 'zero tolerance' approach to abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- Even with a zero-tolerance approach, we take steps to educate and take action to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child on child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place (which are well promoted, easily understood and easily accessible) for learners to confidently report abuse knowing their concerns will be treated easily as reflected in section [2.1 Reporting a concern](#) of this policy.

Nythe Primary School will handle initial reports of harm by:

- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.



### **2.7.1 Actions to take in relation to sexual violence and sexual harassment.**

Reference to Keeping Children Safe In Education (2023, Part 5) should be made in relation to taking protective action. Schools should also refer to the sexual harassment section of the Safeguarding handbook for policy and practice. Nythe Primary School will follow this guidance when responding to incidents of sexual violence and sexual harassment.

### **2.7.2 - Contextual safeguarding approach to child-on-child harm:**

Nythe Primary School will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This needs to be noted in a risk assessment after the incident including what action was decided upon as well as the date, time and location of the incident. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

## **2.8 Responding to allegations of abuse made against professionals.**

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**Immediate action must be taken: see Safeguarding Handbook**

### **2.8.2 – Low-level concerns**

This should be read in conjunction with the staff Code of Conduct, Keeping children Safe in Education and Excalibur's Low Level Concerns Policy. A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section. All low-level concerns should be reported to the Principal or, if about the Principal or they are not available, to the Chair of Governors.

## **2.9 Mental health and wellbeing.**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their learners. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and or may require early help support. All schools will follow the Excalibur Health and Wellbeing of Students guidance and practice.

Nythe Primary School will commit to undertake the following:



- The appointment of a senior mental health lead who can support the development of knowledge and act as a point of expertise to promote the wellbeing and mental health of learners. This colleague will have sufficient training in mental health **and** safeguarding for them to carry out their role effectively.
- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that learners can report and share concerns in line with section [2.1 Reporting a concern](#) of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a learner who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.
- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required in line with section [2.3 - Multi-Agency Working](#).
- The setting will communicate and work with the learner and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior leadership team should be able to access specialist advice through targeted services or through their locality [Primary Mental Health Specialists from Child and Family Consultation Services](#).

### 2.9.1 - Contextual safeguarding approach to mental health

Nythe Primary School will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for learners to identify when they may need help, and to develop resilience.

The setting will take a 'whole school approach' to:

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- having a culture that promotes mental health and wellbeing;
- having an environment that promotes mental health and wellbeing;
- making sure pupils and staff are aware of and able to access a range of mental health services;
- supporting staff wellbeing
- And being committed to pupil and parent participation

## 2.10 Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations. It is essential that the DSL takes a lead on ensuring that interventions are effective. This means coordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager. Nythe Primary School is committed to addressing online safety issues around content, contact, conduct and commerce. This includes:





- Ensuring that online safety is concerned in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for learners.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section [2.7 Responding to incidents of child on child harm](#) and read in conjunction with Nythe Primary School's policy on the use of mobile smart technology (available via the school website).
- Provision of education via remote learning will comply with government advice [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)
- Ensuring their setting has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. The setting will consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- The effectiveness of the setting's ability to safeguarding learners in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

## 2.10 Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence and the regulations around this. See Safeguarding Handbook.



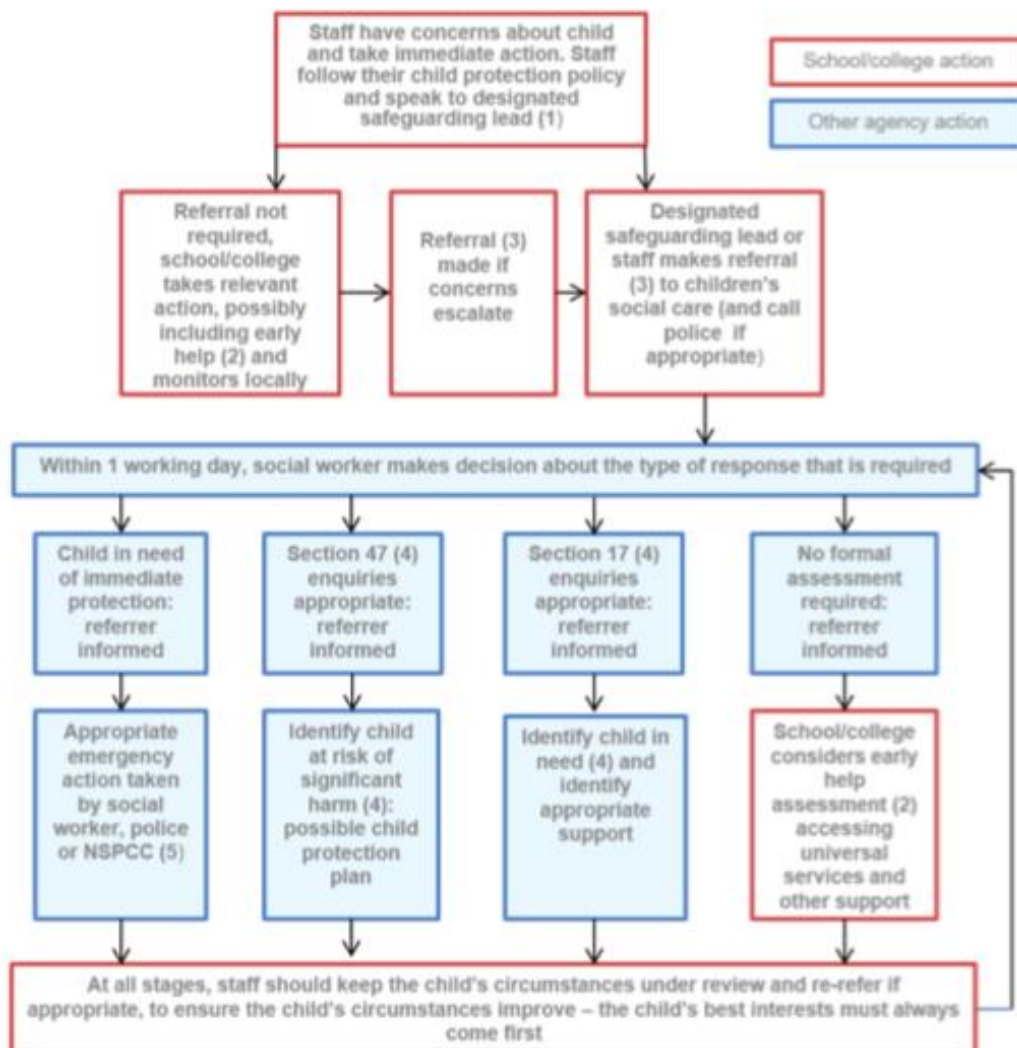
## Appendix A – Key Guidance for safeguarding issues.

- Excalibur Academies Trust Safeguarding Handbook
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## Appendix B – Reporting concerns

- Reporting Concerns Flow Charts for Swindon

### Actions where there are concerns about a child





Swindon Threshold Framework



Right Help at The Right Time Threshold Document

**Level 2: Children and Young People who require Early Help Additional Support**  
These are children whose needs cannot be met through universal services working independently and may require additional support. This includes children who have unclear needs. Professionals from universal services should work in a coordinated way to provide additional support. An Early Help assessment is essential and a lead professional should be identified, who will be responsible for coordinating a family plan of support.

**Child's Developmental Needs:**  
**Health**  
-Slow to reach developmental milestones  
-Additional health needs  
-Missing health checks/routine appointments/immunisations  
-Persistent minor health problems  
-Babies with low birth weight due to prematurity/ medical causes/ falling growth/ poor feeding  
-Anti-natal health needs  
-Issues of poor bonding/attachment  
-Minor concerns re healthy weight diet/ dental health/hygiene/clothing  
-Disability  
-Concerns about developmental status i.e. speech and language problems  
-Signs of deteriorating mental health of child including self-harm  
-Starting to have sex (under 16 years)  
-Not registered with a GP/dentist  
-Some signs of dental decay

**Education and Learning**  
-Is regularly late for school/occasional truanting or significant non-attendance/parents condone absence.  
-Attendance below 90%  
-Escalating behaviour leading to a risk of suspension and/or exclusion  
-Experiences frequent moves between schools  
-Not reaching educational potential or reaching expected levels of attainment  
-Special Educational Needs that require some additional interventions  
-Identified language and communication difficulties  
-Few opportunities for play/socialisation

**Parents and Carers:**  
**Basic Care, Safety and Protection**  
-Basic care not consistently provided e.g. non-treatment of minor health problems  
-Parents struggle without support or adequate resources e.g. as a result of mental health/ learning disabilities  
-Professionals beginning to have some concerns about substance misuse (alcohol and drugs) by adults within the home  
-Parent or carer may be experiencing parenting difficulties due to mental or physical health difficulties/ post-natal depression  
-Some exposure to dangerous situations in home/community  
-Young, inexperienced parents  
-Inappropriate expectations of child/young person for age/ability  
-ED attendance giving cause for concern including unexplained injury or delay in seeking medical attention

**Emotional Warmth**  
-Inconsistent parenting but development not significantly impaired  
-Post-natal depression affecting parenting ability  
-Child/young person perceived to be a problem by parents or carers/experiencing criticism and a lack of warmth

**Emotional and Behaviour Development**  
-Low level mental health or emotional issues regarding intervention  
-Is withdrawn/unwilling to engage  
-Development is compromised by parenting  
-Some low level substance misuse  
-Involved in behaviour which is seen as anti-social

**Identify**  
-Some insecurities around identity/Poor self-esteem  
-Lack of positive role models  
-May experience bullying/perceived differences/bullying others  
-Disability limits self-care  
-A victim of crime

**Family and Social Relationships**  
-Some support from family and friends  
-Some difficulties sustaining relationships  
-Undertaking some caring responsibilities  
-Low parental aspirations

**Social Presentation and Self Care Skills**  
-Can be overly friendly or withdrawn with strangers  
-Personal hygiene is starting to be a problem  
-Slow to develop age appropriate self-care skills  
-Over protected/unable to develop independence

**Guidance, Boundaries and Stimulation**  
-May have a number of different carers  
-Professionals offer inconsistent boundaries e.g. not providing good guidance about inappropriate relationships formed, such as via the internet  
-Can behave in an anti-social way  
-Child spends a lot of time on their own  
-Inconsistent responses to child by parent  
-Parents struggle to have their own emotional needs met  
-Lack of stimulation impacting on development

**Family and Environmental Factors:**  
**Family History and Functioning**  
-Child's relations with family members/carers not always stable  
-Parents have relationship difficulties/acrimonious separation or divorce, which affects the child  
-Experience loss of a significant adult/child

**Housing, Employment and Finance**  
-Families affected by low income or unemployment  
-Adequate/poor housing  
-Family seeking asylum or refugees

**Level 3: Children and Young People who require Intensive Early Help Support**  
These are children where there is an increasing level of complex and/or multiple unmet/urgent needs where more intensive co-ordinated support is required to prevent concerns escalating. An Early Assessment and family plan must be completed with a lead professional identified, and a multi-agency Team Around the Family (TAF) should be in place to develop a robust multi-agency family plan to prevent further escalation of concerns.

**Child's Developmental Needs:**  
**Health**  
-Significant/recurring health problems with missed appointments, routine and non-routine  
-Delay in achieving physical and other developmental milestones  
-Concerns around mental health, including self-harm and suicidal thoughts  
-Poor or restricted diet despite intervention/ dental decay/poor hygiene  
-Child has significant health problems or disability, which requires extra support to access services  
-Learning significantly affected by health problems  
-Overweight/underweight/faltering growth  
-Enuresis (involuntary urination)/Encopresis (soiling)  
-Frequent/multiple GP, out of hours, ED attendance causing concern including accidental injury, unexplained injury or delay in seeking medical attention

**Education and Learning**  
-Child not in education, in conjunction with concerns for child's safety  
-Attendance below 80%/truanting/unauthorised absence/food term exclusions/regularly late  
-Family failing to engage with support services  
-Identified learning needs and may require the support of outside agencies as part of their SEND support package such as Ed Psych/Specialist advisory teachers  
-Frequent changes of school  
-Child is effectively home educated and is not in receipt of an effective and suitable education  
-Patterns of unauthorised absence, which raises concerns that a child is being exploited  
-Not achieving key stage benchmarks despite additional support

**Self-Care Skills**  
-Poor self-care/hygiene for age  
-Overly self-reliant for their age

**Parents and Carers:**  
**Basic Care, Safety and Protection**  
-Parent is struggling to provide adequate care  
-Parent learning disability, parental substance misuse (including alcohol) or mental health impacting on parent's ability to meet the needs of the child  
-Young parent (s) either or both previously looked after and there are concerns about parenting capacity  
-Inconsistent parenting impairing emotional or behavioural development

**Emotional Warmth**  
-Child is rarely comforted when distressed  
-Has no other positive relationships

**Guidance, Boundaries and Stimulation**  
-Few age appropriate toys in the house  
-Parent rarely resolves disputes between siblings

**Emotional & Behavioural Development**  
-Difficulty coping with anger, frustration and upset  
-Physical and emotional development raising significant concerns  
-Significant attachment difficulties  
-Substance misuse (including alcohol)  
-Persistent bullying behaviour  
-Harmful sexual behaviour – behaviours have the potential to be outside safe and healthy behaviour  
-Offending or regular anti-social behaviour  
-Missing episodes for short periods of time  
-Concerns about what is being accessed online  
-Concerns that suggest child is being groomed online

**Identify**  
-Subject to discrimination  
-Significantly low self-esteem  
-Extremal views

**Family and Social Relationships**  
-Peers involved in anti-social behaviour  
-Concerns peers are being exploited  
-Regularly needed to care for another family member  
-Involved in conflicts with peers/siblings  
-Adoptive family under stress

**Social Presentation**  
-Clothing regularly unclean  
-Hygiene problems  
-Some negative changes in behaviour/appearance

**Family and Environmental Factors:**  
**Family History and Functioning**  
-Evidence of domestic abuse  
-Parents have significant relationship difficulties/acrimonious separation or divorce, which affects the child  
-Family members have physical and mental health difficulties  
-Parental involvement in crime  
-Evidence of problematic substance misuse (including alcohol)

**Housing, Employment and Finance**  
-Overcrowding, temporary accommodation, homelessness, including sofa surfing, unemployment  
-Poorly maintained bed/bedding  
-Neglected home environment  
-Serious debt/poverty affecting ability to care for child

**Family's Social Integration**  
-Family socially excluded  
-Escalating victimisation

**Community Resources**  
-Family is socially excluded with access problems to local facilities and targeted services



Right Help at The Right Time Threshold Document

**Level 4: Children and Young People who require Specialist/Intensive Support**  
These are children where there is a reasonable expectation to support the child's suffering or likely to suffer significant harm (Section 47 - Child Protection) and children whose needs are beyond what universal services (Section 17 - Child in Need) can provide. There are also children where there may be a need for specialist support due to the impact of disability.

**Child's Developmental Needs:**  
**Health**  
-Child/young person who is consistently failing to their developmental milestones and concerns exist about their parent's ability to care for them  
-Child failing two or more ranges or more, without an apparent health problem  
-Learning affected by chronic health problems  
-Experiencing chronic ill health or diagnosed with a life-limiting illness  
-Mental health is deteriorating and there is failure to engage with services/ self-harming  
-Harmful sexual behaviour – behaviours are outside of safe healthy behaviour. They may be abusive, coercive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences  
-Is being exploited (Criminal/Sexual)  
-Problematic substance misuse (drugs and alcohol) links to risk taking behaviour  
-Failure to access medical attention for health chronic/recurring health needs  
-Concerns about diet/hygiene  
-Pregnancy of a child under 16 years old where there are concerns about parenting capacity  
-Disability requiring specialist support services  
-Non mobile child or under one year old with unexplained bruising/injury – Use body map  
-Non-accidental or unexplained injury/mark/bruise any age child – Use body map  
-Persistent Presentation  
-Fabricated or induced illness  
-Disclosure of physical/sexual/emotional abuse

**Education & Learning**  
-Suspension, persistent truanting or severe school attendance below 50%  
-Previous permanent exclusions  
-Persistent Not in education, employment or training (NEET) that is persistently condoned and/or without sufficient explanation  
-Alienates self from school and peers through extremes of behaviour  
-No, or acrimonious home/ school links  
-Effectively home educated where there the child is not in receipt of effective and suitable education and there are other identified risks

**Parents and Carers:**  
**Basic Care, Safety and Protection**  
-Parent/carer is struggling, is unable to or refuses to provide adequate and consistent care  
-Significant concern about prospective parenting ability, resulting in the need for a pre-birth assessment

-Parents have previous history of struggling to care for child or sibling/children previously subject to a child protection plan/child looked after  
-Parent's learning disability, substance misuse (alcohol and drugs) or mental health negatively affects parent's ability to meet the needs of the child  
-Level of supervision does not provide sufficient protection for a child  
-Private fostering

**Emotional Warmth**  
-Emotional needs are neglected  
-Child/young person has multiple carers but no significant relationship to any of them  
-Child/young person receives little stimulation/ negligible interaction  
-Child/young person is scapegoated  
-Child/young person is never comforted when distressed/lack of empathy  
-Child/young person is under significant pressure to achieve/aspires/experiencing high criticism

**Emotional and Behavioural Development**  
-Alienates self from school and peers through extremes of behaviour  
-Physical/emotional development raising significant concerns  
-Difficulty coping with emotions/unable to display empathy unable to connect cause and effect of own actions  
-Early onset of sexual activity (13-14 years)  
-Offending/prosecution for offences  
-Put self or others in danger  
-Disappears or is missing from home regularly or for long periods  
-Pregnant under the age of 13/and or having sex (voluntary rape)  
-Under 12, missing 3 times in under 90 days and over 24 hours  
-Child has been groomed online  
-Animal abuse – the intentional harm of an animal including but not limited to wilful neglect, inflicting injury or pain or distress or malicious killing of animals  
**Identify**  
-Subject to persistent discrimination  
-Is socially isolated

**Family and Social Relationships**  
-Peers also involved in anti-social behaviour  
-Young carer regularly needing to care for another family member, despite this role being inappropriate or having an excessive negative impact  
-Involved in conflicts with peers/siblings  
-Adoptive family under severe abuse  
-Forced marriage, honour based abuse, Female Genital Mutilation (FGM)  
-Alleged harm by a person in a position of trust  
-Unaccompanied Asylum Seeking Children (UASC)

-Concerns involved in County and Local lines  
-Arrested for being in possession of a bladed article  
**Social Presentation**  
-Clothing regularly unclean  
-Hygiene problems  
-A significant change in behaviour/appearance

**Self-care skills**  
-Poor self-care for age  
-Overly self-reliant for their age  
**Family and Environmental Factors:**  
**Family History and Functioning**  
-Parents or carers are experiencing, on an on-going basis, one or more of the following problems significantly affecting their parenting: mental ill health, substance misuse/dependency, domestic abuse potential honour based violence/forced marriage  
-Parental involvement in criminal prison  
-Family characterised by conflict and chronic relationship problems  
-Parents or carers persistently avoid contact/do not engage with childcare professionals

**Housing, Employment and Finance**  
-Physical accommodation places child in danger  
-Home environment is significantly neglected  
-No fixed abode or homeless (including sofa surfing)  
-16/17 years old presenting as homeless  
-Chronic unemployment due to significant lack of basic skills or long-standing issues such as substance misuse/offending, etc.  
-Extreme poverty/able affecting ability to care for child  
-No recourse to public funds

**Family's Social Integration & Community Resources**  
-Family chronically socially excluded  
-Family have no access to local facilities and targeted services

For Level 1: Children and Young People with Universal Needs who are making good overall progress and are thriving. See Right Help at the Right Time Guidance.

Consultation Line  
EHHsub@swindon.gov.uk  
01793 466903

Multi-Agency Safeguarding Hub (MASH)  
Swindonmash@swindon.gov.uk

Swindon Local Offer Website

Swindon Safeguarding Partnership Website

Swindon Escalation Policy



