



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Safeguarding and Child Protection Policy

Version:	6
Date created/updated:	1 st September 2025
Ratified by:	Local Governing Body
Date ratified:	5 th September 2025
Date issued:	5 th September 2025
Policy Review Date:	July 2026
Post Holder Responsible for Review:	Assistant Principal – DSL

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Safeguarding and Child Protection Policy has been approved and adopted by Hagley Catholic High School Governing Body on 5th September 2025 and will be reviewed in July 2026.

Signed by LGB representative for Hagley Catholic High School:

G Taylor Smith

Signed by Principal:

J Hodgson

“How precious is your loving kindness, O God! And the children of men take refuge in the shadow of Your wings.” (Psalm 36:7)

Key Personnel

- ✓ **The Designated Safeguarding Lead (DSL including PREVENT, GET SAFE and CSE) is:** Nicola Hackett
Contact details: email: nhackett@emmausmac.com (01562 883193)
- ✓ **The Deputy DSLs are:** Michelle Cleland, Rebecca Hodgson, Kesner Morris, James Hodgson
Contact details: email: saferefuge@emmausmac.com (01562 883193)
- ✓ **The nominated Safeguarding Governor is:** Jessie Sylvester
Contact details: email: jsylvester@emmausmac.com
- ✓ **The Principal is:** James Hodgson
Contact details: email: jhodgson@emmausmac.com (01562 881821)
- ✓ **The Chair of the Local Governing Body is:** Geoff Taylor Smith
Contact details: email: gtaylorsmith@emmausmac.com

Other named staff and contacts:

- ✓ Designated Teacher for Looked After Children: Nicola Hackett - nhackett@emmausmac.com
- ✓ Safeguarding in Education Adviser: WCF Denise Hannibal
- ✓ Local Authority Designated Officer/Position of Trust: LADO@worcschildrenfirst.org.uk
- ✓ Family Front Door (Worcs): **01905 822666** (core working hours)
- ✓ Out of hours or at weekends: **01905 768020**
- ✓ Data Protection Officer: Tracey Brown - tbrown@emmausmac.com
- ✓ Channel Chair Paul Kinsella - Advanced Public Health Practitioner

To submit an online Cause for Concern notification log onto:

- ✓ [Worcs: Refer to Children's Social Care | Worcestershire County Council](#)
- ✓ [Sandwell: Report a child at risk | Sandwell Council](#)
- ✓ [Birmingham Safeguarding Children Partnership \(lscpbirmingham.org.uk\)](#)
- ✓ [Dudley: https://safeguarding.dudley.gov.uk/tell-us/](https://safeguarding.dudley.gov.uk/tell-us/)

[NSPCC's whistleblowing advice line](#) is a dedicated helpline and is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by Hagley Catholic High School. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

NPCC - [When-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](#)

Statutory Requirements

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

- Home Office (2023) [Prevent duty guidance: Guidance for specified authorities in England and Wales](#)
- DfE (2023) [Working together to safeguard children 2023: statutory guidance](#)
- DfE (2018) [Disqualification under the Childcare Act 2006 - GOV.UK](#)
- DfE (2024) [Working together to improve school attendance \(applies from 19 August 2024\)](#)
- HM Government (2020) [Channel duty guidance: protecting people susceptible to radicalisation \(accessible\) - GOV.UK](#)
- Home Office and Foreign, Commonwealth and Development Office (2023) [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK](#)

Other non-statutory Guidance

- DfE (2017) [Child sexual exploitation: definition and guide for practitioners - GOV.UK](#)
- DfE (2024) [Information sharing advice for safeguarding practitioners - GOV.UK](#)
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) [Teachers' standards - GOV.UK](#)
- DfE (2024) [Recruit teachers from overseas - GOV.UK](#)
- DfE (2024) [Working together to improve school attendance \(applies from 19 August 2024\)](#)
- DfE (2024) [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

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Safeguarding Statement

Hagley Catholic High School recognise our moral and statutory responsibility to safeguard and promote the welfare of all students.

Keeping Children Safe in Education (KCSIE) 2025 defines Safeguarding as:

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

We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

The aim of this policy is to safeguard and promote our students' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The students' welfare is of paramount importance. Our systems and procedures are rigorous and robust and all people who work within our community maintain the attitude that 'it could happen here'.

We commit steadfastly to the teaching outlined in the Gospels that children should not be hindered 'for the kingdom of God belongs to such as these'. (Mt 10:14). Children's spirits are filled with innocence, joy and laughter. However, Jesus teaches us in John that his "prayer is not that you take children out of the world but that you protect them from the evil one." John 17:15 Called by a mission statement to fulfil our personal best by living and learning in Christ, we therefore work to unite a community that ensures children are safe and protected against factors that may impede or hinder their physical, emotional, spiritual and academic development.

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

Our school will therefore:

- ✓ Establish and maintain an ethos where children feel safe and are encouraged to talk and are listened to.
- ✓ Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- ✓ Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- ✓ Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- ✓ Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools.

Section 2: Safeguarding is Everyone's Responsibility

This means that safeguarding and promoting the mental, emotional, and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Hagley Catholic High School. Consequently, anyone who encounters our students has a role to play in safeguarding and child protection.

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

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

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

We recognise that some children are living in circumstances that may make them more vulnerable to abuse, neglect, or poor outcomes. Some may need early help or intervention from other organisations to overcome problems and keep them safe. Appropriate consideration is made for Looked After Children and/or those with Special Educational Needs or Disabilities. The DSL will work closely with the SENDCo to ensure students receive the appropriate consideration, support and guidance.

Hagley Catholic High School will follow the threshold guidance of Worcestershire County Council Multi Agency Levels of Need and implement their systems and protocol for referring families for early help and reporting child protection concerns. DSLs will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates. This process also applies to students who live outside of Worcestershire; we will follow all processes specific to that authority.

Contextualised Safeguarding concerns

At Hagley Catholic High School, we must ask, 'what are we protecting our children from' and consult with the Local Authority, Staff and Students for their views. This means that all staff will be made aware of specific issues relating to locality that could impact on the safety of children.

We will ensure all staff receive regular safeguarding briefings to keep them up to date with issues that may impact our children. This information will also be considered within the curriculum planning of PHSE/RSE.

At Hagley Catholic High School, the most prominent issues are around student mental health: particularly anxiety and self-harm. As a school that is geographically situated near a train line, we are acutely aware of the risks from County Lines (although there is little evidence of any incidents). We, like most other educational establishments around the country, are vulnerable to online risks, including the perpetuation of bullying and inappropriate behaviours through social media platforms. We have a comprehensive Early Help Offer and work across five local authorities to access support to our geographically dispersed cohort.

We also have well trained, vigilant staff and a comprehensive Pastoral Care system as part of our Universal Offer.

Training

- All staff must complete safeguarding and child protection training as part of their induction.
- All Staff must receive annual safeguarding training and regular safeguarding local area updates.
- The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings where relevant.
- The DSL and Deputy Safeguarding Leads will also attend relevant local authority led network meetings and relevant training as per KCSIE 2025 for their required CPD.
- The DSL will share local contextual safeguarding issues through staff briefings.
- In addition to the annual training and staff briefings, staff can access further training through the National College platform.
- Staff who work directly with children, and young people will read: KCSIE 2025 Part 1 & Annex B
- Staff who do not work directly with children and young people will read: KCSIE Annex A.
- Our governing body will read Part 2 of KCSIE.
- We will keep records to evidence this action within our school.

Child Protection and Child Abuse

Child abuse exists where children have been physically or emotionally abused, including severely neglect. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery. The suspected abuse of children is likely to be noticed by staff, Health Workers or other professionals who come into contact with our students. It is essential, therefore, that all those whose work bring them into contact with children and their families are trained to recognise abuse from within families or extra-familial risk. Therefore, all staff will know the signs of child abuse and are aware of the procedures that must be followed to safeguard the child and any siblings.

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

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

All our staff will use SAFEGUARD to record their concerns about a child but will also discuss their concerns with the DSL/Deputy DSL. The DSL is a member of the Senior Leadership Team, and the role will be referenced in their job description. During term time and normal school hours, a DSL will always be available.

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

It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed following the correct procedure to enable an investigation to take place.

In exceptional circumstances during normal school hours, and for after-school provision, access to the DSL may be by Teams and school email. There is a trip phone and allocated senior member of staff to respond during non-school hours.

Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. At Hagley Catholic High School, a list of those students taking part in any trip will be passed to the DSL team to ensure that staff are made aware of all essential information relating to the students in their care. Information about the content of information provided by external visitors will also be checked by the safeguarding team, including SLT.

The safeguarding team will meet regularly to confidentially discuss Students who are identified as vulnerable. These students are also discussed weekly by the Senior Leadership Team. This will be to assess the levels of support and intervention required. The governing body will also be kept up to date with challenging cases. When making contact with families, unanswered calls will be reassessed by the DSL team to consider the next steps such as home visit.

Section 3: Our Commitment

We recognise that because of day-to-day contact with children and young people, staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer-on-peer abuse, victimisation and/or exploitation. We recognise that Students may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, we will ensure arrangements are in place to safeguard and promote the welfare of children by:

- ✓ Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to.
- ✓ Maintaining a 'Zero Tolerance' to child-on-child abuse, IT CAN HAPPEN HERE ETHOS. Including sexually harmful behaviour, racism, and homophobia.
- ✓ Ensure all children and young people know the adults they can approach if they have worries.
- ✓ Teaching students to keep themselves safe through our Character and Culture curriculum.

We will support our staff by:

- ✓ Providing effective, ongoing training and development for all staff.
- ✓ Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting.
- ✓ Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support Students and their families.
- ✓ Monitoring and supporting children and young people who are subject to child protection plans, contributing to the implementation of the plan.
- ✓ Keeping meticulous, written records of concerns about children and young people, even where there is no need to refer the matter immediately (dates, times, person/s responsible and actions) ensuring all records are kept securely.
- ✓ Records will include:
 - A comprehensive summary of concerns.
 - Details of the concern.
 - What action was taken and any follow-up.
 - Actions taken and outcomes.
- ✓ Ensuring the suitability of all staff through safe recruitment practice.
- ✓ Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection through annual training and CPD training events.
- ✓ Ensuring that parents and carers understand the responsibility placed on school and its staff for safeguarding and child protection.

- ✓ Maintaining awareness of those children and young people who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols
- ✓ Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

We recognise that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Our school may be the only stable, secure, and predictable element in the lives of children at risk; we will therefore support all children through:

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

In line with Government guidelines in KCSIE 2025, where reasonably possible we will hold two or more emergency contact numbers per pupil or student, providing additional responsible adults to liaise with.

Section 4: Child-on Child Harmful Sexual Behaviour

It is important that all staff recognise that children are capable of abusing their peers, and that this abuse can include physical (and online) abuse, sexting, initiation/ hazing, sexual violence, and harassment. It should be recognised that there is a gendered nature to child-on-child abuse, i.e., that it is more likely that girls will be victims and boys' perpetrators and can happen inside and outside school.

Our school values, ethos and behavior policies provide the platform for staff and students to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

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

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

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

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

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

Consent:

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

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

Sexting (the consensual and non-consensual sharing of nude and semi-nude images and/or videos) it will be dealt with seriously and in line with our behaviour policy.

How we will support:

- ✓ We will not tolerate incidences of child-on-child abuse. And will not pass it off as “banter” “just part of growing up” “or “just having a laugh.”
- ✓ Regardless of whether incidents are reported or not, we will lead a culture of ‘it could happen here’
- ✓ We will always challenge behaviours which create a hostile, intimidating, or degrading environment.
- ✓ We will follow both national and local guidance and policies to support any children/young people subject to child-on-child abuse, including sexting (also known as youth produced sexual imagery) and gang violence. We will also utilise the search and confiscation guidance produced by the DfE. [Searching, screening and confiscation in schools - GOV.UK](#)
- ✓ We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.
- ✓ We will always report episodes of ‘up-skirting’: Up-skirting is typically defined as taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- ✓ We will consider the support required by those falsely accused of child-on-child abuse.
- ✓ We recognise that both the victim and perpetrator may require ongoing and additional support.
- ✓ All disclosures will be taken seriously with those making the disclosure, kept safe, their anonymity protected when appropriate, and ensuring Students will never be made to feel like they are creating a problem for reporting abuse.
- ✓ We will consider taking positive action to support a specific group of children and young people if there is evidence they were being disproportionately subjected to sexual violence or sexual harassment. We will ensure staff are aware of how these experiences can impact on a child’s mental health, behaviour, attendance, and progress at school.
- ✓ We use the NSPCC Hackett continuum to support our work with children: [Understanding sexualised behaviour in children | NSPCC Learning](#)

Section 5: Emotional Health and Well Being and Mental Health Support

We are aware that mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation. We will ensure that all of our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at

risk of suffering abuse, neglect or exploitation. We will consider the impact of adverse childhood experiences (ACES) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood.

As a school we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. The DSL is also the Senior Mental Health lead and we have several staff qualified in Mental Health First Aid. All staff recognise their contribution to supporting students and reporting potential issues through Safeguard.

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

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

We ensure our Students are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. Mechanisms in school to enable this include but are not limited to:

- ✓ Guest speakers
- ✓ Subject specific curriculum links
- ✓ Dedicated lesson time through RSHE/Character and Culture
- ✓ Regular Masses and opportunities for prayer
- ✓ Pupil voice
- ✓ Engagement with local and national initiatives
- ✓ A comprehensive internal Early Help offer which is advertised on our Website
- ✓ Close liaison with parents/carers where they present a concern. Appropriate sign-posting/advice is offered and recorded.

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and reported via Safeguard.

Section 6: Opportunities to Teach Safeguarding

Our school plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, hate focused and sexual violence/harassment. The emphasis is upon the law around safeguarding acting to protect, as opposed to criminalise.

Children are taught about safeguarding in schools. The following areas are among those addressed in PSHE/RSHE and in the wider curriculum. This is the bare minimum all students will receive; where specific issues arise, they will be targeted through an appropriate medium (targeted assemblies; guest speakers)

- ✓ **Bullying/Cyber Bullying:**
This is taught through the school's character and culture programme as well as targeted assemblies. In addition, there are targeted student liturgies that take place in forms to address such issues.

- ✓ **Drugs, Alcohol and Substance Abuse**
This is taught through the school's character and culture programme as well as targeted assemblies.
- ✓ **Online Safety / Mobile technologies**
This is taught through the school's character and culture programme as well as targeted assemblies and the curriculum at KS3 and KS4 for those who have opted for Computing.
- ✓ **Stranger Danger**
This is taught through the school's character and culture programme as well as targeted assemblies.
- ✓ **Fire and Water Safety**
This is taught through the school's character and culture programme as well as targeted assemblies.
- ✓ **Child on Child Abuse**
This is taught through the school's character and culture programme as well as targeted assemblies.
- ✓ **Sexual Violence and Sexual Harassment**
This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company alongside the RE and English Curriculum to address issues of Health Relationships and SRE from a faith perspective.
- ✓ **Road Safety**
This has been delivered through assemblies and workshops with the transport services and West Mercia Police
- ✓ **Domestic Abuse**
This is delivered within the school's character and Culture programme as well as in curriculum subjects
- ✓ **Healthy Relationships / Consent**
This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company alongside the RE Curriculum to address issues of Health Relationships and SRE from a faith perspective.
- ✓ **So-called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)**
This is taught within the curriculum, English and the Humanities subjects as well as assemblies being in line with the school's Character and Culture programme.
- ✓ **Sexual Exploitation of Children (CSE)**
This is taught through the school's character and culture programme. In addition, as a Catholic School we work with the Ten Ten Theatre Company to address issues of Health Relationships and Child Sexual Exploitation from a faith perspective.
- ✓ **Extremism and Radicalisation** (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹.
<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Section 7: Online Safety

As a school, we recognise the risks associated with the ever-evolving online landscape and endeavor to promote online safety to staff, students and families. There is historical evidence that many issues that occur offline are exacerbated online and the vulnerabilities associated with an active online life are unwieldy and change rapidly. We also recognise that some student groups have an increased vulnerability when engaging online. This includes students with additional needs.

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

We have a separate Online Safety policy and work with Smoothwall to ensure that our filtering and monitoring systems are compliant and effective..

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

- ✓ **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- ✓ **Contact:** being subjected to harmful online interaction with other users.
- ✓ **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- ✓ **Commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

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

The DSL and Assistant Principal for Pastoral Care will oversee the delivery of the e-safety curriculum, reflecting content that is age related and review this annually.

Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) is a new and developing field. We recognise that alongside the manifest benefits, there are real risks to the safety and wellbeing of students. The implications for safeguarding will be closely monitored at a local and national levels and we periodically review the effectiveness of these procedures to keep up with evolving cyber-crime technologies. To support this we use [National Education Network](#). In addition to this we access support from [Cyber security standards for schools and colleges.GOV.UK](#).

As our student cohort are geographically dispersed over a wide area, we understand the preference for mobile phones. However, during school hours we operate a 'not heard, not seen' stance. Students who contravene this will be subject to sanctions in accordance with our behaviour policy.

Where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) the possibility exists for cyber- bullying, inappropriate searches and sharing images. Therefore, we encourage parents/carers to engage with their network and activate parental safety mechanisms to enable them to monitor usage.

Filtering and Monitoring – roles and responsibilities

The DSL (Safeguarding Team)

The DSL (Safeguarding Team) monitor the results of our web blocking and monitoring software to ensure that our students work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

The team are alerted immediately via email when student engagement online reflects a potential issue.

The team will triage and act appropriately, in line with policy.

Issues at level 3 and above are regularly reported to the governing body and recorded on Safeguard. Governors receive a Principal's Report every half term, including Safeguarding data and actions. Students will also receive targeted support from the Safeguarding team and relevant referrals to external agencies where their actions are deemed particularly unsafe or inappropriate (where there are repeat incidents). Parents and carers will also be informed and met with to discuss risks and protective factors.

We will follow the DfE filtering and monitoring standards to:

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

Governing Body and Central Team

Our governing body, taking direction from the central team, are responsible and need to ensure the limit of children's exposure to the above risks from the school's or college's IT system. Their role includes but is not limited to:

- ✓ Working with the MAC and ensure there is appropriate filters and monitoring systems in place and regularly review their effectiveness.
- ✓ Through training in line with KCSIE 2025 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.

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

We also ensure that all staff understand their role; are appropriately trained to follow policies, processes, procedures and act on reports and concerns and have access to online training through the National College.

Staff, parents and carers receive relevant updates on new and emerging technologies/risks.

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

Criminal Exploitation Child Criminal Exploitation is a coverall heading for the following issues:

- ✓ Child Sexual Exploitation (CSE)
- ✓ County Lines.
- ✓ Child Trafficking & Human Slavery.

We will view children (0-18 years) as victims of Child Criminal Exploitation, not as perpetrators.

We will advocate for our students to be viewed as children in all circumstances, avoiding the adultification of our older teenage students

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

Sexual exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds

some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing.'

One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Owing to the proximity of the train station as a key method of transportation for gangs and their associates, we work closely with train staff and students to clarify risks, vigilance and personal safety.

If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns. The DSL team will complete a GET SAFE risk assessment [Get Safe | Worcestershire County Council](#) immediately and share any further intel with West Mercia police.

Child Trafficking & Human Slavery

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

Children Missing from Education (CME)

We recognise that student absence can be an indicator of safeguarding concerns. In accordance with our Attendance Policy, we will inform the relevant local authority where a student is missing from education or absence is irregular and will provide information to the local authority when removing a child from the school roll as per local Worcestershire County council and statutory guidance.

The DSL team works closely with the Attendance Officer and Attendance Lead to identify any students where absence is a trigger. Regular meetings are held to formulate bespoke action plans that are communicated to the relevant staff. Parents/carers and students are involved at each stage. We offer a range of supportive options to maximise attendance, prioritising the well-being of the student whilst maintaining a focus on learning and accessing education. Referrals are made to relevant agencies where necessary.

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

Elective Home Education (EHE)

Where a parent/carer has expressed their intention to remove a child from school, with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible, to enable informed decisions are being made in the best interests of children.

Where a child has additional vulnerabilities, is LAC or has an EHCP we will work with relevant professionals (social workers, the Virtual School) to assess and communicate risk, ensuring to the best of our ability that this knowledge informs future decisions, assessments and plans.

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

For further details, please see the Attendance Policy on the school website.

Homestay Exchange Visits School

Arranged Homestays in UK. Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where a criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged Homestays Abroad

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

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

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

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

Where Honour Based Abuse (HBA) affects children and young people it is a child protection issue and an abuse of human rights.

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

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

Where we identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly. [The right to choose: gov guidance on forced marriage](#)

Female Genital Mutilation (FGM)

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

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

FGM is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such.

Mandatory reporting duty for teachers

Since October 2015, UK schools have had statutory responsibilities regarding Female Genital Mutilation (FGM) under the Serious Crime Act 2015. Reporting this is an individual responsibility, not the responsibility of the school.

Whilst this is unlikely in our setting, we recognise it is not impossible, therefore all staff receive regular training on FGM and the specific vulnerabilities and forms of exploitation. Staff will be supported to report and liaise with the relevant people if requested.

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

Forced Marriage

A forced marriage occurs when one or both individuals do not or cannot consent to the marriage and pressure or abuse is used to force them into it. This includes:

- ✓ Physical coercion: threats, violence, sexual abuse
- ✓ Emotional/psychological pressure: guilt, shame, family honour
- ✓ Financial control
- ✓ Underage marriage: any action to make someone marry before 18 is considered forced, even without coercion

Under the Anti-social Behaviour, Crime and Policing Act 2014, it is a criminal offence to:

- ✓ Force someone to marry (in the UK or abroad)
- ✓ Take someone overseas to force them to marry
- ✓ Cause a child to marry before 18
- ✓ Marry someone who lacks the mental capacity to consent

Penalties: Up to 7 years in prison

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff in our school understand we could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), of which focus on the role of schools and colleges.

Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Section 9: Domestic Abuse

Under the Domestic Abuse Act 2021, domestic abuse is defined as abusive behaviour between individuals who are:

- ✓ Aged 16 or over, and
- ✓ Personally connected (e.g. intimate partners, family members)

This means that legally, a person under 16 cannot be classified as a victim or perpetrator of domestic abuse under this Act. Abuse involving under-16s is treated as child abuse, not domestic abuse. This falls under the Children Act 1989, which mandates local authorities to safeguard children from harm, including: physical, emotional, or sexual abuse; neglect or coercive control. However, a minor can still be charged with offences like assault, harassment, or coercive control. These cases are handled in the juvenile justice system, which focuses on rehabilitation rather than punishment.

The [Domestic Abuse Act 2021](#) introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse and/or suffer abuse in their own intimate relationships (teenage relationship abuse)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Perpetrators of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse, ex-partners and family members.

Types of Domestic Abuse include:

1. **Physical Abuse**
2. **Sexual Abuse**
3. **Emotional or Psychological Abuse**
4. **Controlling or Coercive Behaviour**
5. **Economic Abuse**
6. **Verbal Abuse**
7. **Technology-Facilitated Abuse**
8. **Abuse Related to Faith or Belief**

Anyone can be a victim of domestic abuse, regardless of gender identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Being a direct victim and/or witnessing this (hearing or seeing) can have a detrimental and long-term impact on the health, well-being, development, and ability to learn of a child and is considered as an Adverse Childhood Experience (ACE). In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

MARAC referrals

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

OPERATION ENCOMPASS

Operation Encompass is a national safeguarding initiative in the UK that enables police forces to share information with schools about children who have been exposed to domestic abuse incidents. The goal is for the DSL to receive information promptly so appropriate support and monitoring can take place in a timely, impactful manner.

The reports are saved against the relevant student(s) on Safeguard and the appropriate support is offered to the student and their family. This can include mentoring and signposting to specialist agencies. Information will be shared with relevant staff (form tutors and Heads of Year) where this will aid in the support of the student without compromising their integrity or right to confidentiality.

Section 10: Safeguarding Students who are at risk of extremism.

The Prevent Strategy is one of the four pillars of the UK's CONTEST counter-terrorism strategy, aimed at stopping people from becoming terrorists or supporting terrorism. It focuses on early intervention to safeguard individuals from radicalisation. While it remains rare for children to become involved in terrorist activity, we recognise that early exposure to terrorist and extremist influences is possible and can lead to prejudicial views that contravene British values. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.

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

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

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

Staff will use the Prevent Risk Assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of our staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL and record on Safeguard. The DSL will make reference to Worcestershire reporting pathway: [Prevention of Extremism and Radicalisation Referral Process](#)

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel [Channel guidance](#) for screening and assessment. The DSL team will complete training on the locality risks which will be cascaded to school staff.

Due diligence checks will be undertaken by the school on any organisation that uses its facilities.

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

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

Whistleblowing concerns about the Principal should be raised with the Chair of Governors. Where the Principal is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO). Statutory guidance contains further information on: [The Role and Responsibilities of the Designated Teacher](#) .

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

Low Level Concerns

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

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

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

Concerns should be made to the DSL in the first instance. They will then be discussed with the Principal and a subsequent meeting will be held with the staff member. This will be recorded. Where low level concerns are made about temporary staff, visitors or volunteers then the appropriate supervisor will be made aware.

Section 12: Safer Recruitment

Safer recruitment practices are essential part of creating a safe environment for children and young people. We will:

- ✓ ensure that start dates have not been allocated to new members of staff until all employment checks have been completed.
- ✓ keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files.

- ✓ We will ensure that staff and volunteers working at in our school are suitable to do so as outlined in our recruitment policy. This should include online searches for shortlisted candidates.
- ✓ complete risk assessments for all volunteers working in our school. Where a volunteer is working in regulated activity, we will require a DBS including barred check.
- ✓ Obtain a DBS not including barred list check even if a volunteer is not working in a regulated activity
- ✓ Keep 'Right to work' documents for two years following the date they left Hagley Catholic High School and ensure they are destroyed after this time to comply with guidance set out in KCSIE.

Single Central Record (SCR)

The Single Central Record (SCR) is an important part of our school commitment to Safeguarding. It is a **live document** that records all the **pre-employment vetting checks** carried out on staff, governors, volunteers, and other adults who work or regularly visit the school. This is maintained by the Principal's PA and School Business Manager and regularly audited by the Chair of governors.

It is expected that all staff, visitors, and contractors will:

- ✓ Report to the reception on arrival.
- ✓ Provide proof of identity.
- ✓ Wear a name badge at all times with lanyards differentiating the groups: staff will use the designated lanyard which will be worn at all times; visitors whose DBS status has been confirmed will wear an Emmaus Visitor yellow lanyard and may be allowed to access the school unsupervised; visitors who do not have a DBS or has not had confirmation will wear a red visitor lanyard and will be supervised on-site.
- ✓ Be made aware of the arrangements for safeguarding, health, and safety.

Section 13: Confidentiality and Record Keeping

All staff, volunteers and contractors can be the recipient of disclosures from students at any time. These must be reported to the DSL directly (kitchen staff, invigilators, contractors) or via Safeguard. All adults entering working at the school in any capacity will adhere to the following:

- ✓ The student disclosing will be treated with dignity, respect and impartiality.
- ✓ Personal opinions or bias will not be shared.
- ✓ Secrecy and/or total confidentiality should never be promised
- ✓ The student will be informed that their concern will be shared with the DSL/Deputy DSL and why
- ✓ Accurate written notes will be taken and stored on Safeguard.
- ✓ The receiving adult will never ask to see any reported injury beneath clothing. A Body Map will be used to identify position.
- ✓ The receiving adult will never look at a nude or partially nude image of a child if this forms part of the disclosure.
- ✓ Concerns will be reported immediately.

We will always seek to work collaboratively with parents/carers and should a concern arise, the DSL has a responsibility to seek advice prior to contact being made. However, we also recognise that there are times when involving parents/carers may exacerbate risk of harm toward the student and will therefore make referrals without their consent.

We work transparently and ensure that all policies are up to date and accessible. This includes a robust complaints process.

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

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

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

When Students transfer to another school, college or setting, child protection and safeguarding information will be shared to ensure safe and consistent support is provided. We will ensure the new school, college or setting sign a document to say they are in receipt of the safeguarding and child protection file. We will keep this on file until the child or young person's 25TH birth year.

Section 14: Our Responsibilities

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

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

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

All staff working (including visiting staff) must:

- ✓ Observe and comply with the staff code of conduct.
- ✓ Attend all relevant training and development provided by Hagley Catholic High School
- ✓ Induction training must include (*Staff Handbook and Staff Induction Booklet*)
- ✓ Staff working directly with children will read KCSIE '25 Part 1, Annex 'B'.
- ✓ Staff who do not work directly with children will read KCSIE '25 Annex A.
- ✓ Know how to deal with a disclosure; if a pupil discloses to a member of staff that they are being abused, the staff member should refer to this policy and procedures in place) and follow guidance set out in this policy.
- ✓ Report instances of actual or suspected child abuse or neglect to the DSL or in their absence, the Deputy DSL. This is in line with the Child Protection Procedures and legal duty for reporting FGM.
- ✓ Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include but not limited to: bullying (including cyber bullying), peer-on-peer abuse and gender- based violence/sexual assaults and sexting. Further information can be found in Annex B of KCSIE '25.
- ✓ Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- ✓ Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs.
 - mental health concerns.
 - has special educational needs (whether or not they have a statutory education, health, and care plan).
 - anti-social or criminal behaviour.
 - is a young carer.
 - is frequently missing/goes missing from care or home.
 - is misusing drugs or alcohol.

- risk of radicalisation.
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
- ✓ All staff must be aware of the early help process; this includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. All early help cases should be reviewed regularly and if the situation is not improving then consideration should be given to a referral to children's social care for assessment for statutory services.

The Safeguarding Team responsibilities

Through the DSL team ensure that:

- ✓ All staff are vigilant to harm and abuse and can identify those students for whom there are child protection concerns and can make appropriate referrals, including to early help services.
- ✓ Encourage a culture of listening to children and young people considering their wishes and feelings, making the most of every opportunity to gather their concerns.
- ✓ Promote the educational outcomes and track the progress and attainment of all the vulnerable children, but specifically 'those in need of a social worker' or were previously known to social services.
- ✓ Deliver a consistent approach to behaviour through the policy principles.
- ✓ All staff and volunteers are trained sufficiently, so they have the skills, knowledge and understanding necessary to keep children safe at all times, including: on site, when attending alternative provision, educational visits off site or work-related learning.
- ✓ We follow the guidance on Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools and colleges should expect providers to have in place.
- ✓ Ensure that the KCSiE guidelines for effectively managing SEND and safeguarding are in place including the 2025 updates to this area.

Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children, including those with additional SEN needs.

- ✓ Ensure that there is a deputy DSL in place to add capacity and ensure sustainable provision.
- ✓ Ensure consideration to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- ✓ Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy).
- ✓ Ensure safe recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- ✓ Ensure the school offers a safe environment through effective implementation of the health and safety policy to meet the statutory responsibilities for the safety of students and staff

The Designated Safeguarding Lead is responsible for:

- ✓ Maintaining both a strategic and operational approach to safeguarding.
- ✓ Being available term time during academy hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns.
- ✓ Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Principal and governors appraised.
- ✓ Ensuring the school safeguarding policy and practice is consistent with the most recent statutory guidance.
- ✓ Being aware of the latest national and local guidance and requirements and keeping all staff informed.
- ✓ To fulfil the role by attending accredited, enhanced training every two years.
- ✓ Ensuring compliance by tracking that all staff complete safeguarding training annually.
- ✓ Ensuring that appropriate training for staff is organised and renewed through ongoing professional development.
- ✓ Ensuring families are fully aware of the safeguarding policies and procedures and kept informed and involved.

- ✓ Keeping Children Safe in Education 2025 says that where reasonable possible, schools should hold more than one contact number for every child in the school in case of emergencies, and in case there are welfare concerns at home. The DSL is responsible for ensuring this is in place.
- ✓ Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to an academy student.
- ✓ Ensuring that all staff understand child abuse, neglect and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs (SEN) and disabilities and being cognisant of the additional safeguarding concerns that can arise.
- ✓ Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child).
- ✓ Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the academy and meet the needs identified in the child's personal education plan.
- ✓ Ensuring that e-safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place.
- ✓ Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate.
- ✓ Dealing with allegations of abuse in accordance with local and statutory procedures.
- ✓ Have an awareness of the requirements around the role of the Responsible Adult under PACE requirements.
- ✓ Supporting the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate if early help is appropriate.
- ✓ Ensuring that adequate reporting and recording systems are in place (Safeguard)
- ✓ Ensuring relevant records are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education.
- ✓ Being aware of children who are or who may be living in a private fostering arrangement informing the local authority where required to support the welfare and safety of the child.
- ✓ Providing guidance and advice on the management of peer-on-peer sexual abuse incidents.
- ✓ Tracking the progress, attainment and aspirations of children known and previously known to social care.
- ✓ Ensuring accurate vulnerability recording within *Safeguard* with the submission of safeguarding data as required.

Alternative Provision

In accordance with KCSIE 2025 updates, the DSL will also:

- ✓ Obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment
- ✓ Receive notification of any arrangements that may put the pupil at risk
- ✓ Remain fully aware of where a pupil is based during school/college hours
- ✓ Review AP placements at least half termly
- ✓ Review and potentially terminate any placements where safeguarding concerns arise.
- ✓

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

Section 17: Appendices

Appendix 1 – Changes to KCSIE (2025)

Location	Update	Detail
Page 36, paragraph 128	A note has been added under the “Opportunities to teach safeguarding” heading explaining, “We expect to publish revised guidance on Relationships, Sex, and Health Education [RSHE]* this summer. If published, we will signpost to this guidance in September 2025.”	A previous review of the RSHE guidance will no longer be applied, due to the change in government. The DfE is in the process of revising various pieces of guidance relevant to KCSIE, and education settings should expect additional references to be included in the document, as and when such statutory guidance becomes available.
Page 38, paragraph 135	In the 4 areas of risk under the “Online Safety” heading (content, contact, conduct and commerce), the “content” section has been expanded to include misinformation, disinformation (including fake news) and conspiracy theories.	This reflects the growing risk these issues pose. They are now considered significant safeguarding harms that need to be addressed by relevant digital safeguarding provision, policy and education to all relevant community members (parents, staff, governors and students).
Page 40, paragraph 142	A new bullet point linking to the DfE’s Plan technology for your school guidance has been added to the list of standards around filtering and monitoring.	This guidance enables schools to assess the extent to which they meet the filtering and monitoring standards , and access personalised recommendations on how to meet them.
Page 41, paragraph 143	The list of additional guidance on “appropriate” filtering and monitoring has been expanded to include the DfE guidance Generative AI: product safety expectations .	This section combines what was previously paragraphs 143 - 146 to provide a list of resources to help schools and colleges establish effective filtering and monitoring, which now requires a consideration of any AI tools in use. Education settings can find further guidance on this topic in the DfE’s Generative AI in Education paper.
Page 41, paragraph 144	Where the guidance links to the Cyber security standards for schools and colleges , a description has been provided for clarity.	It explains that the cyber security standards are designed to help education settings “improve their resilience against cyber-attacks.” The DfE continues to link to guidance from both the National Education Network (NEN) and National Cyber Security Centre (NCSC) to further support schools and colleges in this area.
Page 47, paragraphs 169-170	The Alternative Provision (AP) section has been expanded for clarification, and to reflect existing AP guidance.	When a pupil is placed with an AP provider, settings are directed to: <ul style="list-style-type: none"> • Obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment • Receive notification of any arrangements that may put the pupil at risk • Remain fully aware of where a pupil is based during school/college hours

Location	Update	Detail
		<ul style="list-style-type: none"> Review AP placements at least half termly Review and potentially terminate any placements where safeguarding concerns arise.
Page 49, paragraph 177	In the “Children who are absent from education” section, the description of <u>Working together to improve school attendance</u> has been updated.	It is now clarified that this is statutory guidance.
Page 54, paragraph 199	Within the “Virtual School Heads” section, a new responsibility has been included.	The <u>role of the Virtual School Heads</u> now includes a non-statutory responsibility to “promote the educational achievement of all children in kinship care.”
Page 56, paragraph 204	A note under the “Children who are lesbian, gay, bisexual, or gender questioning” explains, “We expect to publish the revised guidance on gender questioning children this summer. If published, we will signpost to this guidance in September 2025.”	The DfE is in the process of revising various pieces of guidance relevant to KCSIE, and education settings should expect additional references to such guidance to be included in the document, as and when such resources become available.
Page 56, paragraph 205	In the section on the <u>Cass review</u> , the term “spectrum disorder” has been removed.	This is to align the guidance with the <u>SEND code of practice</u> .
Pages 74 & 75, paragraphs 260 & 266	References to the TRA Secure Access system have been removed and replaced.	Schools and colleges are now directed to the <u>Check a teacher’s record</u> service to make GTCE, prohibition, direction, restriction, and children’s barred list checks.
Page 85, paragraph 319	In the “Maintained school governors” section, a reference to the Employer Secure Access sign-in portal via the TRA Teacher Services web page has been removed and replaced.	To check if a person proposed to be a governor is barred as a result of being subject to a section 128 direction, schools and colleges are directed to the Government’s <u>list of individuals prohibited from managing or governing schools</u> .
Page 87, paragraph 331	The “Alternative Provision” section has been expanded to reflect existing AP guidance.	See update 6 (specifically bullet points 1 and 2).
Page 106, paragraph 422	The name of the Independent Commissioner’s published guidance has been amended.	It now uses the correct title: <u>The Information Commissioner’s Employment Practices Code</u> when providing advice regarding retention.
Page 140, paragraph 545	The “Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour” section includes a new resource from the Lucy Faithfull Foundation.	<u>Shore Space</u> , developed in collaboration with the Home Office, is an online resource offering a confidential chat service to support young people concerned about their own or someone else’s sexual thoughts and behaviour. This now sits alongside existing resources including the <u>HSB Toolkit</u> and the <u>Harmful sexual behaviour framework</u> from the NSPCC.
Annex B Pages 163 & 164	New links added to the “Additional Advice and Support” section.	The guidance now includes <u>new resources from the Centre of Expertise on Child Sexual Abuse (CSA Centre)</u> to help education

Location	Update	Detail
		professionals identify and respond to concerns of child sexual abuse and abusive behaviours, and Preventing Child Sexual Exploitation from the Children's Society and Home office.

Appendix 2: Useful Links

The following resources may be helpful:

- ✓ [Child Exploitation and Online Protection command](#): is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- ✓ The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk The helpline provides expert advice and support for school staff and will be especially useful for the designated safeguarding lead (and their deputies)
- ✓ Support from specialist sexual violence sector organisations such as [Rape Crisis](#) or [The Survivors Trust](#)
- ✓ [Anti-Bullying Alliance](#)
- ✓ The UK Safer Internet Centre provides an [online safety helpline](#) for professionals at 0344 381 4772. The helpline provides expert advice and support for school staff with regard to online safety issues
- ✓ [Internet Watch Foundation](#): If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- ✓ [Childline/IWF Report Remove](#) is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- ✓ [UKCIS Sharing nudes and semi-nudes advice](#): Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- ✓ [Thinkuknow](#) from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- ✓ [LGFL 'Undressed'](#) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- ✓ [Shore - Lucy Faithfull Foundation](#) provides information and support on protecting children and preventing child sexual abuse.