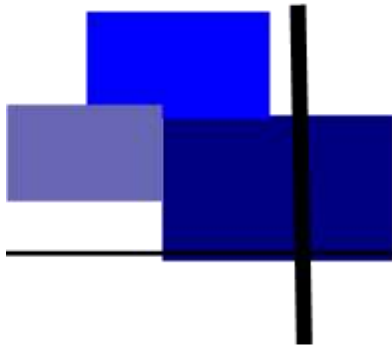




Working together to be the best that we can be

Russells Hall Primary School



Safeguarding and Child Protection Policy

September 2026

Document to be read in conjunction with ***other key school policies (listed within document)***

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

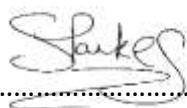
This policy is monitored and reviewed annually or in response to changes in legislation or DSPP operating procedures.

Review Date: September 2027

The policy has been updated as part of the annual review of policy and to reflect the recently published changes to Keeping Children Safe in Education 2026 and the changes within Dudley's Safeguarding Procedures.



Signed..... Chair of Governors



Signed Head Teacher

Abbreviations used in this policy are: WN = Russells Hall Primary School (including Time for Two's Provision, DSPP = Dudley Safeguarding People Partnership, LA = Local Authority (Dudley)
Staff = all teaching, support and ancillary personnel.

Management Update: Review and Contact details



Privately Fostered named person: Mrs Caroline Tams	Date of Last Review: September 2026
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Reviewed by: Mrs Helen Houlston, DSL

Agreed by Governors: 1st September 2026 – Mr John Cook, Chairs Action

Shared with all Staff: Tuesday 1st September 2026

Frequency of Review: Annually

Date of Next Review: August 2027, unless national or local procedures require update sooner

Contact Details:

Designated Lead Person for Child Protection: Mrs Helen Houlston, Family Support & Safeguarding Worker.
01384 283705, houlston@russells.dudley.sch.uk

Deputy Designated Lead People for Child Protection: Mrs Sarah Parkes (Headteacher), Mrs Sarah Hawker, Deputy Head Teacher. Caroline Tams, Assistant Head Teacher for Inclusion. Alison Gray, Assistant Head Teacher for Curriculum and Assessment.

Named Governor for Safeguarding & Child Protection: Mr Kieran Pope, kpope@russells.dudley.sch.uk or via School Office 01384 818515

School CLA Designated Person: Mrs Caroline Tams

Privately Fostered named person (Dudley LA): Caroline Tams

School E-Safety Lead: (names and contact details) Mrs Sarah Hawker and Mr Steve Butler (Wren's Nest)

Local Authority Designated Officer (DO), for allegations against staff:
Yvonne Nelson Brown Tel: 01384 813110 Referral email: allegations@dudley.gcsx.gov.uk

Chair of Governors: Mr John Cook, jcook@russells.dudley.sch.uk

MASH: 0300 555 0050

Out of Hours Duty Team: 0300 555 8574

CSE Team: (name and contact details) Nicki Burrows Nicki.burrows@dudley.gov.uk

Dudley Online Safety Team: DFGL - Heather Jeavons hjeavons@dgfl.org

Contents Page

Management Update: Review and Contact details	2
Russells Hall Primary School Safeguarding Team.....	6
Designated Staff	6
Rationale and Purpose	7
Policy Aims	9
Child Protection Procedures at Russells Hall	10
What to do if a Child Makes a Disclosure to You. (Summary)	11
What to do if a 'Child Reports' or you 'Notice an Injury.'	13
Escalation	14
Communication of referrals with Parents	15
Welfare.....	15
Early Help	15
Additional support for vulnerable children	16
Mental Health.....	17
Private Fostering.....	18
Training	18
Roles and Responsibilities.....	18
Everyone at Russells Hall	20
Governing Body Role and Responsibilities:	20
Key Additional Responsibilities for the Safeguarding Team	21
Supervision.....	23
Safe Recruitment and Employment Practices.....	24
Responding to allegations or suspicions about a member of staff (Whistle Blowing)	26
Actions to be taken:.....	27
Concerns about poor practice:.....	27
Concerns about suspected abuse:.....	27
Internal Enquiries and Suspension	27
Information Sharing, Confidentiality and Data Protection.	29
Curriculum.....	30
Online Safety	31
Use of Cameras in School.....	31
Information for Staff, Parents and Carers	32
Links to other Policies	33
Attendance.....	33
Physical Intervention	33
Anti-Bullying	33
Racist Incidents.....	34

Health and Safety	34
SEND.....	34
Other Policies	34
Adoption and Review of the Russells Hall Safeguarding and Child Protection Policy:	35
Appendix 1: Aspects of Safeguarding	37
Appendix 2: Definitions and Indicators of Abuse (KCSIE 2026, Part 1)	41
Appendix 3: Female Genital Mutilation (FGM)	49
Appendix 4: Prevent Strategy (Radicalisation and Extremism).....	53
Appendix 5: Keeping children safe in education 2026, - Flowchart Process of referral actions	54
PROCESS FOR RECORDING AND REPORTING A CHILD PROTECTION CONCERN ABOUT A CHILD	57
Appendix 6: School Referral Forms:	58
Appendix 7: Dealing with a Disclosure of Abuse.....	50
Appendix 8: Safeguarding Training Log	51
Appendix 9: Request for help and support (old MARF)	53
Appendix 10: Local Authority Referral form for the Management of Allegations against Staff	54
Appendix 11: DotCom Overview of the PSHE Curriculum.....	59
Appendix 12: Dudley Safeguarding People Partnership (DSPP)	60
Appendix 13: Training Log for staff	61
Appendix 14: A Safeguarding and Child Protection Policy for Children.....	62

Russells Hall Primary School Safeguarding Team

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

(Keeping Children Safe in Education, 2026)

Some staff and governors have additional responsibilities for safeguarding within their roles.

Chair of Governors

Mr J Cook

Governor with Responsibility for
Safeguarding and Child Protection

Mr K Pope

Designated Staff

All staff can be reached on tel. no: 01384 283705

Mrs Sarah Parkes

Supporting Head Teacher
Deputy Safeguarding Lead
sparkes@wrens-nest.dudey.sch.uk

Mrs Helen Houlston

Family Support & Safeguarding Worker
Designated Safeguarding Lead
hhoulston@russells.dudley.sch.uk

Staff with Safeguarding and Child Protection responsibilities included within their specific roles.

Mrs Caroline Tams

Assistant Head Teacher for Inclusion. Deputy Safeguarding Lead,
ctams@russells.dudley.sch.uk

Miss Alison Gray

Assistant Head Teacher for Curriculum and Assessment.
Deputy Safeguarding Lead
agray@russells.dudley.sch.uk

Mrs Sarah Hawker

Deputy Head Teacher & Deputy Designated Safeguarding Lead
shawker@russells.dudley.sch.uk

Mrs Hanah Smith

Deputy Head Teacher and DSL at Wren's Nest. Supporting
DSL for Russells Hall Primary
hsmith@wrens-nest.dudley.sch.uk

Rationale and Purpose

This is now in line with the working together to safeguard children 2026 guidance. Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure 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

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Safeguarding starts at the front entrance, ensuring all those who come into contact with the pupils at Russells Hall have been vetted and behave professionally. It moves through the curriculum and environment teaching children protective behaviours, respect, and about risks from social media to keep them safe. Through it all, it identifies and protects children who have been harmed or are at risk of harm.

Abuse can happen anywhere and to any child. Because of our daily contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop.

Vulnerable groups:

Some children are at greater risk of harm or require additional support because of their individual circumstances. These include, but are not limited to:

- babies and young children
- children with special educational needs and disabilities (SEND)
- looked-after and previously looked-after children
- children with a social worker
- young carers
- children living in families affected by domestic abuse
- children experiencing parental substance misuse or mental ill health
- children who are privately fostered
- children missing education or persistently absent
- children at risk of child criminal exploitation (CCE)
- children at risk of child sexual exploitation (CSE)
- children at risk of serious violence
- children who are, or are perceived to be, lesbian, gay, bisexual or transgender (LGBT), or who may be questioning their identity
- children experiencing mental health difficulties which may be linked to abuse or neglect
- children who are vulnerable to online abuse or exploitation.

We need, therefore, to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if suspicions are aroused and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

Safeguarding also encompasses a wide range of issues, including but not limited to:

- child-on-child abuse
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- county lines
- serious violence
- domestic abuse

- online safety
- AI-enabled abuse and deepfake imagery
- nude or semi-nude images and videos, including AI-generated or manipulated images
- bullying (including prejudice-based bullying)
- harmful sexual behaviour
- sexual violence and sexual harassment
- female genital mutilation (FGM)
- forced marriage
- honour-based abuse
- preventing radicalisation and extremism
- trafficking and modern slavery
- children missing education
- medical needs
- school security
- first aid
- filtering and monitoring of internet use
- attendance as a safeguarding issue.

(a full list of other aspects is included as [Appendix 1](#), together with hyperlinks to guidance and advice).
(see appendix 2-4)

Russells Hall Primary School recognises the importance of identifying children and families who would benefit from Family Help at the earliest opportunity. Staff are expected to identify emerging needs, record concerns promptly and work with the Designated Safeguarding Lead (DSL) and partner agencies to ensure that children receive timely and appropriate support.

The school recognises that safeguarding incidents can occur both inside and outside the school environment, including online. Staff will remain vigilant to emerging risks associated with digital technology, including artificial intelligence (AI), deepfake imagery, online coercion, online grooming and the misuse of social media and gaming platforms.

Our Safeguarding and Child Protection Policy reflect the ethos of the school in which our pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Russells Hall Primary School recognises its responsibility under sections 175/157 Education Act 2002 to work with other agencies to safeguard and promote the welfare of children and protect them from harm. These duties are defined by the following:

- Dudley Safeguarding People Partnership (DSPP) – Interagency Child Protection and Safeguarding Procedures; <https://safeguarding.dudley.gov.uk/safeguarding/>
- Dealing with a disclosure, school guidance (*See page 7*)
- Children Act 1989 and Children Act 2004
- Education Act 2002 and 2011
- Working together to safeguard children (DfE) 2026;
- Keeping Children Safe in Education (DfE) September 2026
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (February 2022);
- The Prevent Duty Guidance
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Information Sharing: Advice for Safeguarding Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (Department for Education – current guidance)
- Children's Wellbeing and Schools Act 2026

- Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026.
- Section 3 must be read alongside KCSIE 2026 for children aged 0 to 5 attending the school's Time for Two's provision, nursery provision or Reception classes. [Current EYFS statutory framework](#)

Key aspects of these documents are included within the policy or within the appendices. All are published on the school website or the Dudley Safeguarding People Partnership website and in the staff shared area.

Policy Aims

The aim of this policy is to provide clear guidance for all staff, governors, trustees (where applicable), volunteers and visitors working at Russells Hall Primary School to enable them to fulfil their safeguarding and child protection responsibilities. Safeguarding and promoting the welfare of children is everyone's responsibility, and the welfare of the child is paramount. This policy should be read alongside the statutory guidance *Keeping Children Safe in Education (2026)* and *Working Together to Safeguard Children (2026)*, together with the school's safeguarding procedures and related policies.

Safeguarding and Child Protection procedures are rigorously implemented through:

1. Knowing, understanding and consistently applying the school's procedures for identifying, responding to and reporting concerns about abuse, neglect, exploitation or other safeguarding risks.
2. Clearly established lines of communication and responsibility.
3. Safer Recruitment.
4. The development of an effective PSHE and Relationships Education curriculum (and Relationships and Sex Education where applicable) that helps children understand healthy relationships, consent, online safety, respectful behaviour, digital resilience and how to recognise abuse and seek help in an age-appropriate way.
5. Children are encouraged to express their views, are listened to, and know that their wishes and feelings will be taken into account when decisions affecting them are made.
6. Support for pupils who have been abused or neglected.
7. Partnership working with children's social care, police, health services, education providers and other relevant agencies to identify emerging needs, provide Family Help where appropriate, and safeguard children through Child in Need, Child Protection and other multi-agency planning arrangements.
8. Links to other school policies including:
 - Behaviour
 - Anti-bullying
 - Online Safety
 - Attendance
 - Staff Code of Conduct
 - Low-level Concerns
 - Managing Allegations Against Staff
 - Whistleblowing
 - Health and Safety
 - Supporting Pupils with Medical Conditions
 - First Aid
 - Physical Intervention/Positive Handling
 - Relationships and Sex Education
 - Filtering and Monitoring
 - Preventing Radicalisation (Prevent Duty).

The policy will also be reviewed following any significant safeguarding incident, changes to national or local safeguarding guidance, or learning arising from child safeguarding practice reviews.

The policy is reviewed and procedures audited annually by the DSL and Safeguarding Team and Governors. This is done with reference to:

- Section 175 Audit Tool kit
- New/Updated National and Local Authority Guidance
- Matters arising through the Dudley Health and Well Being Online Survey for children in Year 5 and 6, Russells Hall's Annual Parent Survey, Pupil Parliament and the Safeguarding SLT
- Training attended and cascaded by the Safeguarding team.
- Information shared through DSL Forums, child safeguarding practice reviews and Safeguarding in Education Newsletters.
- Reflective practice

Child Protection Procedures at Russells Hall

What to do if you are concerned that a child is being neglected and/or abused or is at risk of harm:

The Practice at Russells Hall:

Through training delivered in school and on-line all staff are aware of the indicators of abuse and the fact that abusers may be known to the child or could be strangers; adults or children. Staff are also aware that abusers are not defined by age, social standing, sexuality or disability. The definitions and indicators of the four categories of abuse (physical abuse, emotional abuse, sexual abuse and neglect), together with information on wider safeguarding issues including child-on-child abuse, child criminal exploitation (CCE), child sexual exploitation (CSE), serious violence, online abuse, nude or semi-nude images and videos, including AI-generated or manipulated images (including AI-generated images), and harmful sexual behaviour are set out in Keeping Children Safe in Education (2026) and are summarised in [Appendix 2](#).

Further information on other safeguarding concerns and abuse e.g. Female Genital Mutilation, Forced Marriage, domestic abuse, serious violence, online safety, AI-enabled abuse, county lines and honour-based abuse. These are now routinely referenced within KCSIE

In all instances the referral route within school remains the same i.e. the referral needs to be reported without delay to the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL - confidential, documented and directly to the DSL for Child Protection - Mrs H Houlston or in her absence Mrs Hawker, Mrs Tams or Miss Gray (The exception to this is for FGM where the member of staff has a statutory duty to notify the police when they are aware that FGM has been carried out. Where there is a concern that a child may be at risk, an immediate referral must be made to the Police.

This will be supported by the DSL. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. (See KCSIE 2026 Annex A for further details.)

Any member of staff, volunteer, governor, parent, visitor or member of the public who has a safeguarding concern about a child should report it immediately to the Designated Safeguarding Lead or a Deputy DSL.

Safeguarding and promoting the welfare of children is paramount, and concerns must always take priority over other commitments.

Staff must not investigate concerns or attempt to determine whether abuse has occurred. Their responsibility is to recognise concerns, respond appropriately, record factual information and report it immediately to the Designated Safeguarding Lead.

Delays in reporting concerns may place a child at increased risk of harm. All concerns, regardless of how minor they may appear, should therefore be reported without delay.

The DSL will consider the most appropriate course of action, which may include providing or coordinating **Family Help**, making a request for support from Children's Services, or making an immediate referral where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Decisions will be made in accordance with local threshold guidance and the procedures of the Dudley Safeguarding People Partnership.

Professional Curiosity, Recording and Information Sharing

All staff are expected to maintain professional curiosity and to respectfully question, clarify and seek further information where a child's presentation, behaviour or circumstances give rise to concern. Staff should not make assumptions or dismiss concerns and should always consider whether a child may be at risk of abuse, neglect or exploitation.

All safeguarding concerns, disclosures, allegations or incidents must be recorded promptly, accurately and factually using the school's agreed safeguarding recording system. Records should be completed as soon as possible after the concern arises and should distinguish between fact, observation and professional opinion. The Designated Safeguarding Lead (DSL) will ensure that safeguarding records are stored securely, shared appropriately and retained in accordance with statutory guidance and data protection legislation. The school recognises that effective information sharing is essential to safeguarding and promoting the welfare of children. Information will be shared lawfully, proportionately and in a timely manner with relevant professionals and agencies where it is necessary to safeguard or promote the welfare of a child. Fears about sharing information must not prevent the appropriate sharing of information where there are safeguarding concerns.

The school recognises that safeguarding concerns may relate to the conduct of adults working with children. Any concerns about the behaviour of a member of staff, volunteer, contractor or supply staff, including low-level concerns, must be reported in accordance with the school's Managing Allegations and Low-level Concerns Policy. Staff should never assume that someone else has reported a concern. The school recognises that children missing education, persistent absence and patterns of unexplained absence may be indicators of abuse, neglect, exploitation or other safeguarding concerns. Attendance will therefore be monitored closely, and concerns will be shared promptly with the DSL, who will work with families and external agencies where appropriate.

Safeguarding concerns may arise both inside and outside the school, including online. Staff should remain alert to risks associated with online activity, including online grooming, child sexual exploitation, child criminal exploitation, cyberbullying, the sharing of nude or semi-nude images and videos, including AI-generated or manipulated images (including AI-generated or manipulated images), coercion, harassment and other forms of online abuse. All online safety concerns should be reported to the DSL and managed in accordance with this policy and the school's Online Safety Policy.

The school recognises that child-on-child abuse can occur both inside and outside school and online. Such abuse may include, but is not limited to, bullying (including prejudice-based and cyberbullying), physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, abuse in intimate personal relationships, initiation or hazing-type violence and the consensual and non-consensual sharing of nude or semi-nude images and/or videos. Child-on-child abuse will never be tolerated, dismissed as banter, part of growing up or accepted as normal behaviour.

In all safeguarding matters, the school will ensure that the wishes, views and feelings of the child are heard, recorded and taken into account, recognising that every child has the right to be listened to and to have their best interests considered when decisions are made about their safety and welfare.

The referral into children's services is through the MASH (Multi-Agency Safeguarding Hub) and is recorded onto a request for help and support form through the Dudley 'Tell Us' Portal. [Appendix 9](#)

Children's Services and the DSL for Child Protection will decide at what point and how to involve the parents/carers. See Flowchart from KCSIE 2026, "Actions taken where there are concerns about a child" ([Appendix 5](#)).

When concerned about the welfare or safety of a child, staff MUST always act in the best interests of the CHILD.

What to do if a Child Makes a Disclosure to You (Summary)

1. Listen carefully and remain calm.

- Allow the child to speak freely.
- Reassure the child that they have done the right thing by telling someone.
- Take the child seriously and show that you are listening.
- Do not promise confidentiality. Explain that you may need to share information with people who can help keep them safe.

2. Clarify only where necessary. Do not investigate.

You may use open and non-leading questions to clarify what the child has said, for example:

- "Can you tell me what happened?"
- "Can you tell me more about that?"
- "Have I understood this correctly?"

Avoid asking detailed or repeated questions. Do not investigate or attempt to determine whether abuse has occurred.

3. Report the concern immediately.

Report the concern verbally to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately and record the concern using the school's safeguarding recording system (CPOMS).

The record should include:

- the child's own words wherever possible;
- what was observed;
- the date, time and location;
- any actions taken.

4. Share information appropriately.

Safeguarding information must only be shared with those who need to know in order to safeguard the child. Staff must not discuss concerns with other members of staff, parents or members of the community unless this has been agreed by the DSL or is part of the safeguarding process.

5. Do not ask the child to repeat their disclosure unnecessarily.

Do not ask a child to repeat what they have told you to another member of staff. The DSL will decide what further information is required.

6. Support the child.

The child should be supported following a disclosure and the DSL should consider what arrangements are needed to ensure the child feels safe and supported.

What to do if a Child Reports an Injury or You Notice an Injury

1. Reassure the child and listen carefully.
2. Clarify the child's explanation without interrogating.

You may ask:

- "Can you tell me what happened?"
- "Who was there?"
- "When did this happen?"
- "Where did this happen?"

Do not ask repeated questions or suggest possible answers.

3. Record factual information.

Record:

- the location of the injury;
- size, colour and appearance (where appropriate);
- the child's explanation using their own words.

Do not:

- ask another adult to examine the injury unless there is an immediate medical need;
- remove or lift clothing to view injuries;
- photograph injuries.

Any medical need must be addressed in accordance with the school's medical procedures.

4. Report immediately.

Report the concern to the DSL or Deputy DSL and complete the required safeguarding record.

5. Maintain confidentiality.

Do not discuss the concern with anyone who does not need to know.

6. Support the child.

The DSL will decide what support and arrangements are required following the concern.

All staff have a responsibility to act if they are concerned that a child may be at risk of harm. If a member of staff believes that a concern has not been appropriately responded to, or they are unable to follow the school's reporting procedure, they may contact Dudley MASH directly or use the Dudley Children's Portal. Staff should inform the DSL of any referral made unless doing so would place the child at further risk.

If a child is at immediate risk of significant harm, staff should contact emergency services by calling 999 and inform the DSL as soon as possible.

What to do if a 'Child Reports' or you 'Notice an Injury.'

1. Reassure the child
2. You can (if necessary) seek clarification: "Have I understood this correctly....." "Did you say.....?"
 - You can clarify - "What happened? Who was there? When did it happen? What did they say/do? Where were you? Is it anywhere else?" But do not interrogate.
 - Document the site, size and colour of the injury and the child's account of how it got there.
3. Do not ask a First Aider to check, do not remove or lift up clothing, do not photograph.
4. Report the concern **immediately** to Helen Houlston, Sarah Hawker, Caroline Tams or Alison Gray, in writing using CPOMS.
5. Do not promise confidentiality.
6. Record the child's own words
7. Do not investigate
8. Record on the school's safeguarding system (CPOMS)

All staff may raise concerns directly with the MASH (Multi Agency Safeguarding Hub) on 0300 555 0050 or [Dudley Children's Portal](#) if for any reason they have been unable to follow the protocol described above or are concerned that a child has been harmed or is at risk of harm and they do not feel this has been appropriately reported. **(Request for help and support form [Appendix 9](#))**

If a child is at risk of immediate harm ring 999.

More detailed notes “Dealing with a disclosure of abuse” can be found as [Appendix 7](#).

Once a safeguarding concern has been shared with the Designated Safeguarding Lead (DSL) by a member of staff, parent, carer or another individual, the DSL will assess the information available and decide on the most appropriate action. This may include gathering further information, providing support through Family Help, monitoring the situation, or making a referral to Children's Services or other relevant agencies.

The DSL will consider the level of risk, the child's circumstances, previous concerns or history, and any information held by the school. All decisions and actions taken will be recorded on the school's safeguarding recording system.

Where a referral to Children's Services is required, the DSL will gather relevant information about the child, their family and any wider safeguarding context. Information may include:

- the child's details and safeguarding history;
- previous concerns and actions taken;
- family and contextual information;
- information from partner agencies where available.

The DSL will contact Dudley Multi-Agency Safeguarding Hub (MASH) and provide clear, accurate and proportionate information about the concern. Where required, school will complete a Request for Help and Support form through the Dudley Children's Portal.

When sharing information with Children's Services, the school will consider:

- the child's wishes, views and feelings;
- the nature and severity of any harm, abuse, neglect, exploitation or failure to provide appropriate care;
- the impact on the child's physical health, mental health, wellbeing and development;
- the child's development and presentation both at home and in school;
- any additional needs, including special educational needs and disabilities (SEND);
- parenting capacity and the ability of caregivers to meet the child's needs;
- wider family, community and environmental factors affecting the child.

Information will be shared lawfully, proportionately and in a timely manner. The school will not allow concerns about information sharing to prevent appropriate action being taken to safeguard a child.

Following a referral, the school will work collaboratively with Children's Services and other agencies. Parents and carers will be informed of referrals where appropriate; however, there may be circumstances

where advice is sought from Children's Services or the Police before informing parents, where doing so may increase risk to the child or compromise an investigation.

Where Police and/or Children's Services undertake an assessment or investigation, the school will cooperate fully. This may include providing appropriate facilities for meetings with children and families, sharing relevant records and information, and supporting agreed safeguarding plans.

Staff will avoid asking children repeated questions about safeguarding concerns during investigations. The school will follow the advice of Children's Services and the Police while continuing to monitor and support the child's welfare.

School will work with Children's Services and other agencies to agree next steps. If concerns remain or the response does not adequately safeguard the child, the DSL will consider further action and escalation in line with local safeguarding procedures.

The DSL will maintain professional curiosity and consider whether information received is consistent with the child's presentation, circumstances and known history.

Escalation

Russells Hall Primary School recognises its responsibility to advocate for children and challenge decisions where there are concerns that a child's needs are not being met or where the child remains at risk of harm. Where the school has ongoing concerns that appropriate action has not been taken by another agency, or where the child's circumstances continue to give cause for concern, the Local Authority's Resolution and Escalation Protocol will be followed. The DSL will seek advice, raise concerns with relevant professionals and escalate appropriately where required. The school will not accept decisions or outcomes where it believes that a child's safety or welfare remains compromised.

A flowchart describing this process is included as [Appendix 12](#).

Communication of Referrals with Parents

Where appropriate, the school will work openly and honestly with parents and carers and will usually inform them when a referral for support is being made.

There may be circumstances where the school seeks advice from Children's Services regarding the most appropriate referral pathway, including whether concerns require support through Child in Need procedures or require a Child Protection response.

There may also be occasions where advice from Children's Services or the Police is that parents should not be informed immediately. This may be because informing parents could:

- increase the risk of harm to the child;
- place another person at risk;
- compromise a safeguarding assessment or criminal investigation.

In these circumstances, the school will follow professional advice and record the reasons for the decision. Parents are informed annually through school communications about Russells Hall Primary School's safeguarding responsibilities and the names of the Designated Safeguarding Lead and Deputy Safeguarding Leads. Parents are informed that a copy of the Child Protection and Safeguarding Policy is available from the school office and on the school website. We will follow advice from Children's Services and/or the Police regarding whether parents should be informed at that stage.

Welfare and Safeguarding Concerns

Safeguarding and welfare concerns are recorded promptly and securely using the school's safeguarding recording system. Access to safeguarding records is restricted to authorised staff.

Class teachers should continue to address routine welfare matters with parents and carers where appropriate, such as minor health concerns or day-to-day wellbeing issues, and record relevant information in accordance with school procedures.

Where concerns remain unmet, increase in seriousness or indicate possible safeguarding risks, information must be shared with the Designated Safeguarding Lead or a member of the safeguarding team for consideration and action.

All staff are reminded that recording and reporting concerns is an essential part of safeguarding practice. A concern that appears minor in isolation may become significant when considered alongside other information.

Family Help

Russells Hall Primary School recognises the importance of identifying and responding to emerging needs at the earliest opportunity. The school works with children, families and partner agencies to provide appropriate support through Family Help where additional support is required.

Family Help aims to support children and families before difficulties escalate and may involve professionals from education, health, children's services or other relevant agencies. Support is based on the needs of the child and family and may involve a lead professional coordinating support.

Where a child requires statutory intervention or there are concerns that a child may be suffering or likely to suffer significant harm, a referral will be made to Children's Services in accordance with local safeguarding procedures.

All staff at Russells Hall need to be aware of the local Family Help process and if they feel a family may benefit from this Intervention, they can discuss this with a member of the Safeguarding Team who can make a referral. For more information use the Dudley Family Help hyperlinks:

[Early help for children and families \(dudley.gov.uk\)](#) (Subject to change September 2026)

An updated list of Family Help indicators from KCSIE 2026; You should now also be alert to any child who:

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

You can find more detailed information on family help in the working together to safeguard children guidance, which includes a more comprehensive list of indicators that a child may need Family Help.

Additional support for vulnerable children

We recognise that children who have experienced abuse, neglect, domestic abuse, exploitation, trauma or other adverse experiences may present with social, emotional, behavioural and/or mental health needs. These children may require additional support to help them feel safe, develop positive relationships and achieve their potential. Our looked-after children and previously looked-after children are recognised as a particularly vulnerable group and may have experienced trauma, abuse, neglect or disruption before entering care. Our Children in Care (CiC, also known as Children Looked After or CLA) are particularly vulnerable as are our children. Russells Hall recognises that some children may require additional safeguarding support due to their circumstances, including:

- children with SEND or medical needs;
- looked-after and previously looked-after children;
- children with a social worker;
- young carers;
- children experiencing domestic abuse;
- children affected by parental mental health difficulties or substance misuse;
- children at risk of exploitation, including child criminal exploitation and child sexual exploitation;
- children experiencing online harm;
- children missing education or persistent absence;

- children who may face additional risks due to discrimination or identity, including children who are lesbian, gay, bisexual or transgender (LGBT) or questioning their identity. School may be the only safe, stable, secure and predictable element in their lives. We will endeavour to support the pupil, as appropriate, through:
- The ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The Behaviour, Looked After Children, SEND, Attendance, Online Safety and Mental Health policies, which provide additional support and guidance for vulnerable pupils at Russells Hall.
- An educational psychologist working at Russells Hall, one day per week.
- Additional mentoring support from the team of Learning Mentors.
- Liaison with other specialist agencies who may support the pupil such as Dudley's Children's Services,
 - Child and Adolescent Mental Health Service (CAMHS),
 - Looked After Children's Education Services (LACES),
 - Educational Psychology services as well as those run by the voluntary sector eg Barnardos etc.
 - Dudley Children's Services
 - Dudley Safeguarding People Partnership
 - Specialist health services
 - Speech and language services (where relevant)
 - Voluntary and community sector organisations

KCSIE 2026 recognises the vulnerabilities of Children in Care and children with SEND and both the governing body and the CLA designated teachers (Mrs Caroline Tams) follow the requirements of the document.

Mental Health

Positive mental health and emotional wellbeing are important aspects of safeguarding and are the responsibility of the whole school community. Russells Hall Primary School recognises the important role schools play in promoting resilience, emotional wellbeing and positive mental health, while providing appropriate support for children who may require additional help.

The school aims to develop the emotional wellbeing and resilience of all pupils and staff through a supportive environment, an appropriate curriculum, positive relationships and access to targeted support where required.

The school recognises that a range of factors may affect a child's mental health and wellbeing. These may include individual experiences, family circumstances, relationships, trauma, abuse, neglect, exploitation, online harms and other adverse experiences. The school understands that risk factors can increase vulnerability, while protective factors and supportive interventions can promote resilience and recovery.

Children with mental health issues

Mental health concerns may, in some circumstances, be an indicator that a child has experienced or is experiencing abuse, neglect, exploitation or other safeguarding concerns. Staff should remain alert to changes in a child's behaviour, presentation, attendance, relationships or emotional wellbeing and follow the school's safeguarding procedures where concerns arise.

It is important that the school works in partnership with parents and carers to support children's wellbeing. Parents and carers are encouraged to share concerns about their child's emotional wellbeing or mental health so that appropriate support and intervention can be identified.

Children's views, wishes and feelings will be considered when decisions are made about support. Where additional support is required, the school will work with parents, carers and relevant professionals, which may include health services, Children's Services and specialist mental health services.

This section should be read alongside:

- the school's Mental Health and Wellbeing guidance;
- Keeping Children Safe in Education (2026);
- Working Together to Safeguard Children (2026);
- relevant Department for Education guidance on promoting and supporting mental health and wellbeing in schools.

Staff should not attempt to diagnose mental health conditions but should report concerns through the school's safeguarding and pastoral support procedures.

Private Fostering

A private fostering arrangement is an arrangement where a child under the age of 16 (or under 18 if the child is disabled) is cared for by someone who is not a parent, legal guardian or close relative, and where the arrangement lasts, or is intended to last, for 28 days or more.

Close relatives are defined as grandparents, brothers, sisters, uncles or aunts (whether by full blood, half blood or affinity) and step-parents. Private fostering arrangements do not include arrangements where a child is cared for by these relatives.

Private fostering is a safeguarding matter. Parents, carers and anyone involved in arranging a private fostering placement have a responsibility to notify the Local Authority of the arrangement. Notification should be made at least six weeks before the arrangement begins wherever possible. Failure to notify the Local Authority may be an offence.

Children in private fostering arrangements are not looked-after children; however, the Local Authority has specific duties to assess, monitor and support these arrangements to ensure that the child's welfare is safeguarded.

Schools may not always be informed of a private fostering arrangement. However, if Russells Hall Primary School becomes aware that a child may be living in a private fostering arrangement, the school has a responsibility to notify Dudley Children's Services so that the appropriate assessment and support can be provided.

Any concerns regarding private fostering arrangements should be shared with the Designated Safeguarding Lead (DSL).

The named person within Dudley Local Authority with responsibility for Private Fostering should be checked annually and updated within this policy.

Training

A record of safeguarding training completed by staff is maintained in the Training Log (Appendix 8). The record is updated by the safeguarding team and includes staff induction, safeguarding training, refresher updates and any additional specialist training undertaken.

All staff, including those who do not work directly with children, must read Part One of Keeping Children Safe in Education 2026 in full. The former condensed annex is no longer available as an alternative.

The governing body will ensure that mechanisms are in place to help staff understand and discharge the roles and responsibilities set out in Part One. Understanding will be checked through induction, safeguarding updates, staff discussion and assurance activity.

To enable all staff to carry out their safeguarding responsibilities effectively, Russells Hall Primary School will:

1. Ensure that all new staff, volunteers and governors receive appropriate safeguarding induction as part of their introduction to the school. This will include information about:
 - the Designated Safeguarding Lead (DSL) and Deputy DSLs;
 - the school's safeguarding procedures;
 - recognising signs and indicators of abuse and neglect;
 - how to respond to a child who discloses a concern;
 - recording and reporting safeguarding concerns;
 - online safety and risks;
 - safer working practices and professional boundaries.
2. Ensure that all staff receive safeguarding training at induction and safeguarding updates at least annually. Training will ensure staff understand their safeguarding responsibilities, are able to identify signs of abuse and neglect, understand how to respond to concerns and are aware of changes to legislation, statutory guidance and local safeguarding procedures.
3. Ensure that safeguarding updates reflect developing local and national practice, including emerging risks such as child exploitation, online harms, harmful sexual behaviour, domestic abuse, Prevent responsibilities and other relevant safeguarding themes. Updates will be provided throughout the year as required.
4. Ensure that the Designated Safeguarding Lead (DSL) and Deputy DSLs undertake appropriate safeguarding and child protection training at least every two years, with regular updates and opportunities to maintain their knowledge and understanding between formal training sessions.
5. Ensure that members of the safeguarding team access additional specialist training relevant to the needs of the school. This may include areas such as:
 - neglect and emotional abuse;
 - domestic abuse;
 - child criminal exploitation and child sexual exploitation;
 - online safety and technology-related risks;
 - harmful sexual behaviour;
 - substance misuse;
 - trauma-informed practice;
 - mental health and wellbeing.

6. Ensure that those involved in recruitment and selection complete appropriate safer recruitment training. At least one person involved in every recruitment process will have completed safer recruitment training. The school will ensure that knowledge and practice remain current through updates and refresher opportunities in line with statutory guidance and local arrangements.

Roles and Responsibilities

Everyone at Russells Hall

Safeguarding and promoting the welfare of children is the responsibility of everyone who works at or visits Russells Hall Primary School. All governors, staff, volunteers, contractors and visitors have a responsibility to contribute to creating a safe environment where children are protected from harm and supported to achieve their potential.

All staff should understand that safeguarding is their responsibility and that they have a role in identifying concerns early, providing appropriate support and preventing concerns from escalating.

All staff are expected to:

- maintain a child-centred approach and act in the best interests of the child;
- provide a safe, secure and inclusive environment in which children can learn;
- remain alert to signs and indicators of abuse, neglect, exploitation and other safeguarding concerns;
- exercise professional curiosity and report concerns without delay to the Designated Safeguarding Lead (DSL) or Deputy DSL;
- listen to children, take their views, wishes and feelings seriously, and ensure they know how to seek help;
- follow the school's safeguarding procedures, including recording and information-sharing requirements.

This responsibility applies to safeguarding concerns arising both within and outside school, including online harms.

(See Teachers' Standards 2012, Part 1: Teaching and the Children and Young People, and Keeping Children Safe in Education 2026.)

Governing Body Role and Responsibilities:

The Governing Body has a strategic responsibility for safeguarding and promoting the welfare of children at Russells Hall Primary School. Governors will ensure that effective safeguarding arrangements are in place, that the school complies with statutory safeguarding guidance, and that children are protected from harm. The Governing Body will:

- Ensure that the Child Protection and Safeguarding Policy reflects current legislation, statutory guidance and locally agreed safeguarding procedures, including those of the Dudley Safeguarding People Partnership (DSPP).

- Ensure that the school has an appropriately trained Designated Safeguarding Lead (DSL) who has the knowledge, experience, training and support required to carry out the role effectively. The DSL will provide advice, support and guidance to staff and liaise with the Local Authority and other safeguarding partners.
- Ensure that Deputy DSLs are appropriately trained and supported to undertake their responsibilities and that they receive safeguarding updates to maintain their knowledge and effectiveness.
- Ensure that a nominated governor has responsibility for safeguarding oversight and that they understand their role in monitoring the effectiveness of safeguarding arrangements.
- Ensure that all governors receive appropriate safeguarding training and are aware of the school's safeguarding arrangements, including the identity and role of the DSL.
- Ensure that staff and volunteers understand their safeguarding responsibilities, including recognising signs and indicators of abuse and neglect, responding appropriately to concerns, and reporting concerns without delay.
- Ensure that parents and carers are made aware of the school's safeguarding responsibilities and how safeguarding information can be accessed through the Child Protection and Safeguarding Policy, school communications and the school website.
- Ensure that allegations against staff, volunteers or individuals working with children are managed in accordance with local safeguarding procedures, statutory guidance and the school's Managing Allegations and Low-level Concerns procedures.
- Ensure that safer recruitment procedures are implemented effectively and that at least one person involved in each recruitment process has completed appropriate safer recruitment training.
- Ensure that the school works effectively with safeguarding partners, including Children's Services, health services, police and other relevant agencies, to support children and respond appropriately to safeguarding concerns.
- Ensure that staff receive appropriate safeguarding training at induction and regular safeguarding updates, including updates on changes to legislation, statutory guidance and local practice.
- Ensure that the DSL and Deputy DSLs have sufficient time, resources and support to carry out their safeguarding responsibilities effectively.
- Ensure that safeguarding arrangements, policies and procedures are reviewed regularly and that any identified weaknesses or areas for improvement are addressed promptly.
- Ensure that staff have access to key safeguarding documents and guidance, including:
 - the Child Protection and Safeguarding Policy;
 - Staff Code of Conduct;
 - Managing Allegations and Low-level Concerns procedures;
 - Guidance for Safer Working Practice for those working with Children and Young People in Education Settings;
 - Keeping Children Safe in Education (2026);
 - relevant local safeguarding procedures and referral processes.

Key Additional Responsibilities for the Safeguarding Team

Where responsibilities fall to a specific member of the team their initials will appear in brackets.

Sarah Hawker, Caroline Tams and Alison Gray will deputise for Helen Houlston when needed. These staff will also be supported by Sarah Parkes and Hanah Smith – Wren's Nest Primary.

They will:

1. Ensure that all staff are trained at the appropriate level for their position (HH)
2. Maintain a personal knowledge & understanding of Child Protection & safeguarding issues and developments with respect to their specific role and responsibilities.
3. Safeguarding discussions, decisions and actions are recorded securely on the school's safeguarding recording system, with access restricted to authorised staff.

4. Act as a key 'point of contact' for referral and liaison in respect of Child Protection concerns in relation to individual children, both within the establishment and with key external partners such as Children's Services, Police and Health. (HH, SH, CT & AG).
5. Referrals to Children's Services, the Police or the Prevent/Channel process where there are concerns relating to radicalisation or extremism.. (HH, SH, CT & AG).
6. Attend Child Protection Conferences and other inter-agency meetings such as Core Groups and Child in Need Meetings as required on behalf of WN. (HH, SH, CT & AG).
7. Ensure that when a pupil subject to a Child Protection, Child in Need or F.H. leaves, their information is transferred to their new school or children's centre immediately and that the child's social worker or lead professional is informed. (HH, SH, CT & AG).
8. Where a child who is subject to a Child Protection Plan, Child in Need Plan or other safeguarding arrangement is absent unexpectedly, the DSL will consider whether Children's Services or other agencies need to be informed in accordance with safeguarding and attendance procedures. (HH, SH, CT & AG).
9. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at Child Protection conferences, core groups and Child in Need meetings (HH, SH, CT & AG).
10. Keep written records of concerns about children, even where there is no need to refer the matter immediately. (HH, SH, CT & AG).
11. Safeguarding records are retained securely in accordance with statutory guidance, data protection legislation and the school's records retention schedule. Safeguarding records are kept separately from the main pupil file and access is restricted to authorised personnel. Ensure Child Protection procedures & policies are consistent with local (DSPP) & national guidelines (HH, SH, CT & AG).
12. Ensure that school-based elements of the CP or CIN Plan are delivered in accordance with the plan. (HH, SH, CT & AG).
13. Critically review the policy on an annual basis. (HH, SH, CT & AG and Goves).
14. Update the reviewed policy on an annual basis (HH/SH).
15. Support the development of personal safety aspects of the curriculum such as anti-bullying, e-safety etc. (SH, CT & AG).
16. Ensure appropriate recording practices and systems are in place which comply with data protection requirements (HH, SH, CT & AG).
17. Encourage a culture of listening to children and taking account of their wishes and feelings among all staff.
18. Ensure that when a child moves schools, any CP concerns are shared immediately and that the Child Protection records follow. Records should be given to the new school and a receipt received or sent by secure carrier with a receipt sent back to Russells Hall.
19. Ensure that safer recruitment, selection & working practices are followed appropriately and procedures are in place in respect of managing allegations against staff (SH).
20. Ensure that governors (and particularly the governor with lead responsibility for Child Protection) are kept informed of key issues and developments on a termly-basis (HH, SH, CT & AG).
21. To present a formal Safeguarding Report to The Governing Body on an annual basis (SH & HH) and for the Governor with responsibility for Safeguarding to present a monitoring report on a termly basis.
22. Online safety - Ensure that online safeguarding risks, filtering and monitoring arrangements and digital safety education are regularly reviewed.
23. Child on child abuse - Ensure concerns relating to child-on-child abuse, including sexual violence and sexual harassment, are taken seriously and responded to in line with safeguarding procedures.
24. Professional Challenge - Maintain professional curiosity and challenge decisions where necessary to ensure children's needs are met.

Supervision

The Head Teacher will provide additional support to the DSL for Child Protection and Family Support Workers as required regarding Child Protection cases. She will ensure that all processes are adhered to and will follow up with the managers of partner agencies where concerns are raised regarding their support or practice.

DSL Availability and Cover Arrangements

During term time, the DSL or an appropriately trained Deputy DSL will always be available during school hours for staff to discuss safeguarding concerns. Appropriate cover will also be arranged for before-school, after-school where children are present.

When the DSL is absent, a named Deputy DSL will assume responsibility for safeguarding decisions, referrals, information sharing and liaison with partner agencies.

The school will maintain a confidential shared safeguarding communication route accessible only to authorised safeguarding leaders.

If neither the DSL nor a Deputy DSL can be contacted, staff must not delay action and should speak to a member of SLT and/or seek advice directly from local authority children's social care, sharing the action taken with the DSL as soon as practicable.

Safe Recruitment and Employment Practices

(See Part 3 KCSIE 2026)

WN follows the Safer Recruitment processes (DSPP procedures) which include the following:

- Declaration of the intent to undertake a DBS check in the advertisement
- Ensuring that at least one member of the interview panel has attended DSPP Safer Recruitment training
- Ensuring that references are obtained and scrutinised as part of the safer recruitment process before appointment.
- Ensuring that a safeguarding question is included in the interview
- Ensuring that any gaps in employment are explored at interview
- Undertake a DBS check at the relevant level to the position
- verification of identity;
- verification of qualifications where required;
- checking professional references;
- consideration of any concerns raised through recruitment checks;
- appropriate checks for overseas applicants where required.
- As part of due diligence, the school will consider carrying out an online search on shortlisted candidates. Candidates will be informed that publicly available online information may be explored to identify matters that should be discussed at interview.
- Recruitment checks will also include, where relevant, prohibition from teaching checks, section 128 direction checks, right-to-work checks, verification of professional qualifications, checks through DfE's 'Check a teacher's record' service and appropriate checks for individuals who have lived or worked outside the UK.

Volunteers and regulated activity from 1 September 2026

Following the Crime and Policing Act 2026, the previous supervision exemption has been removed. A volunteer who teaches, trains, instructs, cares for or supervises children frequently, on more than three days in a 30-day period, or overnight, is engaging in regulated activity. The school will obtain an enhanced DBS check with children's barred-list information for such volunteers.

The school will review existing volunteer roles and check the children's barred-list status of any existing volunteer who becomes engaged in regulated activity from 1 September 2026. No volunteer for whom appropriate checks have not been obtained will be left unsupervised or permitted to undertake regulated activity.

For volunteers who are not in regulated activity, the school will complete and retain a written risk assessment when deciding which checks are appropriate. Barred-list information will not be requested for a person who is not engaging in, or seeking to engage in, regulated activity.

The school will undertake the appropriate level of DBS check for each role in accordance with statutory guidance. Where staff are undertaking regulated activity with children, an enhanced DBS check with children's barred list information will be obtained.

WN will follow Dudley Safeguarding People Partnership procedures and statutory guidance when responding to allegations that an adult working with children has:

- behaved in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child in a way that indicates they may pose a risk of harm.

All allegations against the Headteacher will be reported directly to the Chair of Governors, Mr John Cook, who will liaise with the Local Authority Designated Officer (LADO).

Through safeguarding supervision, monitoring and review processes, leaders will ensure that staff understand and follow safeguarding procedures, the Staff Code of Conduct and safer working practices.

All staff within WN will adhere to Dudley's Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (current edition). This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

Referral to Disclosure & Barring Service (DBS)

The school will make a referral to the Disclosure and Barring Service (DBS) where the legal criteria for referral are met, including where an individual has harmed or poses a risk of harm to children and has been removed from regulated activity, or would have been removed had they not left.

Single Central Record: The Single Central Record (SCR) will be maintained in accordance with Part 3 of Keeping Children Safe in Education (2026). It will record the required recruitment and safeguarding checks for relevant individuals working at the school. The SCR will be securely maintained, access restricted appropriately and updated when new checks are completed.

Managing Allegations, Concerns and Low-Level Concerns About Adults Working with Children (Including Whistleblowing)

(See Part 4 Allegations of abuse made against teachers and other staff KCSIE 2026.)

KCSIE has very clear statutory guidance on the response required to allegations about a member of staff. This is followed together with the DSPP Safeguarding Procedures.

This is the responsibility of the Supporting Head Teacher, Mrs Parkes or if the allegations is against Mrs Parkes, the responsibility lies with the Chair of Governors, John Cook.

If any concerns or allegations are made against members of staff, the school will follow Dudley Safeguarding People Partnership procedures and refer allegations to the Local Authority Designated Officer (LADO) where required. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. Russells Hall Primary School recognises the importance of identifying and responding to concerns about adults working with children at the earliest opportunity.

A low-level concern is any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with the Staff Code of Conduct or safer working practices, but does not meet the threshold for referral under the managing allegations procedures.

Low-level concerns will be recorded, reviewed and managed in accordance with the school's Low-Level Concerns procedure. Records will be stored securely and reviewed to identify any patterns of behaviour that may indicate a wider safeguarding concern.

All staff are encouraged to report concerns and understand that reporting concerns helps maintain a culture of safeguarding and professional accountability.

All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2026) and the DSPP Safeguarding Children Procedures. A Managing Allegations Referral form will be need to be completed. **(Appendix 10)** If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures. This form has been given to all staff and is on the staffroom noticeboard, school website as well as the DSPP website. The LADO for Dudley is Yvonne Nelson Brown, contact email: allegations@dudley.gcsx.gov.uk

- Staff should raise concerns without fear of disadvantage or retaliation. Concerns should be reported using the school's Whistleblowing Policy where they relate to unsafe practice, professional misconduct or safeguarding failures.
- Where the allegation concerns the Headteacher, the Chair of Governors will liaise with the Local Authority Designated Officer and manage the process in accordance with statutory guidance.
- All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:
 - Behaved in a way that has harmed a child, or may have harmed, a child;
 - Possibly committed a criminal offence against, or related to, a child;
 - Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children if they have any contact with children.
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
 - These procedures apply to staff, supply teachers, trainee teachers, volunteers, contractors and self-employed individuals working in or on behalf of the school.
- Information relating to allegations will be shared on a need-to-know basis and in accordance with safeguarding and data protection requirements.
- These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 Sexual/ Offences Act 2003);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of illegal sexual images of children, including AI-generated or manipulated images.

The definition of working with children includes everyone who works at Russells Hall, paid and unpaid staff, volunteers (including Governors) and carers (including foster and adoptive carers).

Actions to be taken:

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the **DSL for Child Protection**, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher / Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children will be passed onto the LADO (LA Designated Officer).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the DSL for Child Protection is the subject of the suspicion/ allegation, the concern must be shared with the Head Teacher.
- If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governors who will refer the allegation to the Social Care Team.

Internal Enquiries and Suspension

- The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.
- Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

General guidance can be found at:

- Advice on whistleblowing <https://www.gov.uk/whistleblowing> or via the Russells Hall Whistleblowing Policy (available in the staffroom or in the Shared Policies Area)
- The NSPCC whistleblowing helpline is available as an alternative <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>

Information Sharing, Confidentiality and Data Protection.

Effective safeguarding depends upon strong partnership working and appropriate information sharing between agencies and professionals who have different roles and expertise. Information sharing is essential to identify concerns early, assess risk and provide appropriate support to children and families. The Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR) do not prevent the sharing of information for safeguarding purposes. Staff should not allow concerns about confidentiality or data protection to prevent information being shared when there is a need to protect a child or promote their welfare.

Information will be shared in accordance with statutory guidance, including Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2026), local safeguarding procedures and the school's data protection arrangements.

All staff should:

- share safeguarding concerns promptly with the Designated Safeguarding Lead (DSL) or Deputy DSL;
- record concerns accurately, factually and without delay using the school's safeguarding recording system;
- understand that safeguarding information should only be shared with those who need it to protect and support a child;
- maintain confidentiality and not discuss safeguarding concerns with unauthorised individuals;
- seek advice from the DSL where they are unsure whether information should be shared.

Where information is shared with external agencies, the school will ensure that appropriate records are maintained, including the reason for sharing information, what information has been shared and with whom.

The safety and welfare of the child is the primary consideration when making decisions about information sharing.

- Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. It is the responsibility of all staff to share information about the protection of children with the Designated Safeguarding Lead and other professionals in an appropriate confidential manner.
- Information should be handled and disseminated on a need to know basis only.
- A Senior Leadership Team meet at least fortnightly to discuss concerns raised and to ensure that information is shared where appropriate.
- It may be necessary to liaise and where necessary challenge other agencies and local authorities involved, in order to obtain relevant information to support the child appropriately. There is an escalation procedure in place to which school might refer.
- Information is processed, stored and shared in accordance with the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025. Data protection law does not prevent necessary and proportionate information sharing for safeguarding purposes.
 - Paper files are stored in locked cabinets with restricted access to designated people and electronic files are password protected. They are maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).
 - Vetting and Barring information is held in a password protected Excel File which can only be accessed by Mrs Parkes, Mrs Hawker and Mrs Fereday.
- If a pupil/student moves from our school, Child Protection records will be forwarded on to the designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools is necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. On arrival at Russells Hall,

children's Child Protection/CIN/FH/Welfare records will be formally requested by the admin team and passed to Mrs Houlston immediately. (This is in addition to a verbal consultation.)

- The child protection file will be transferred securely and separately from the main pupil file as soon as possible: within five days for an in-year transfer, or within the first five days of the start of a new term. Confirmation of receipt will be obtained. Where information indicates a risk to the pupil or to others, relevant information will be shared with the receiving setting in advance so that an appropriate safety and support plan can be in place. The school will withhold pupil information where the statutory serious-harm test is met and will seek appropriate advice where necessary.
- If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. General Data Protection Regulations will be adhered to for the sharing and retention of safeguarding records.

Consent:

- Must be informed
- Should normally be explicit but can be implied. Written is preferable but can be verbal.
- Must be sought again if things change significantly
- Can be withdrawn.

DSL's must:

- Use clear accessible language
- Explain there are times when confidentiality cannot be maintained.
- Be aware of relevant legislation
- Follow local policies and protocols
- Log who and when information has been shared.

Curriculum

Child protection and wider safeguarding issues are addressed throughout the curriculum in an age-appropriate way. Russells Hall Primary School recognises that teaching children how to keep themselves safe is an important part of safeguarding and promoting their welfare.

Safeguarding themes are taught through Personal, Social, Health and Economic Education (PSHE), Relationships Education, Relationships and Sex Education (where appropriate), Computing, online safety education, British Values and the wider personal development curriculum.

Children are taught about:

- healthy and respectful relationships;
- recognising and responding to unsafe situations;
- personal boundaries and consent in an age-appropriate way;
- how to seek help and identify trusted adults;
- bullying, cyberbullying and online risks;
- online safety, including risks associated with social media, online communication, exploitation, grooming and emerging technologies;
- emotional wellbeing, resilience and mental health;
- personal safety, including road safety, first aid and preparing for transitions.

Assemblies, enrichment activities and targeted interventions are also used to reinforce messages about safety, respect, inclusion and positive behaviour.

The school recognises that some children, particularly those who have experienced abuse, neglect or trauma, may require additional support during periods of change. Effective transition arrangements help provide continuity, stability and appropriate support.

Russells Hall Primary School uses the Dot.Com PSHE programme as part of its wider PSHE curriculum. The programme supports children in developing protective behaviours, recognising risks and understanding how to seek support. Further details of the programme are provided in Appendix 11.

Online Safety (KCSIE 2026)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material, including pornography, misinformation, fake news, racism, misogyny, self-harm, suicide content, antisemitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with others, including peer pressure, exploitation, grooming, adults pretending to be children or young people, and attempts to exploit children for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that may increase the likelihood of harm, including cyberbullying, harmful online communication, and the creation or sharing of nude and semi-nude images or other explicit material.
- **Commerce:** risks linked to online financial activity, including scams, phishing, inappropriate advertising, online gambling and financial exploitation.

Russells Hall Primary School has appropriate filtering and monitoring systems in place to protect children from harmful online content and identify potential safeguarding concerns - Smoothwall. It's effectiveness will be formally reviewed at least once every academic year by the responsible SLT member, supported by the DSL and IT support.

The review will test filtering on all internet-connected devices in all relevant locations, confirm that roles and escalation routes are understood, and retain a written record of the checks and actions. Governors will receive assurance about the effectiveness of these arrangements. The wider online-safety approach will also be reviewed annually through a risk assessment reflecting the ages, needs and particular vulnerabilities of Russells Hall pupils.

E-Safety Education is vital to enable our children to stay safe whilst outside school – many children have access to mobile phones and unlimited and unrestricted access to the internet via 3G and 4G connections. E-Safety is taught as an integrated part of the Computing curriculum in each year group. It is also taught through whole school assemblies, as part of a focus during Internet Safety Week using materials from 'thinkuknow', the NCA CEOPs advice on online safety (National Crime Agency, Child Exploitation Online Protection).

Online safeguarding education includes emerging risks associated with artificial intelligence, manipulated images and videos, misinformation, online exploitation and changes in technology.

Appendix 1 contains useful advice and further guidance on aspects of Online Safety via hyperlinks.

Children are not allowed to bring mobile phones into school. If a parent requests that a child needs to bring a phone (for safety reasons, walking home etc) then the child leaves the phone in a locked cupboard at the School Office. This excludes children who use their phones for medical needs.

All adults are required to follow the Mobile Phone Policy.

Use of Cameras in School

Following the introduction of General Data Protection Regulation (GDPR) in May 2018, parents' permission is sought on a range of uses of photos and images of their child. Names are not posted with children. Staff should not use their own phones for taking photos of children (Staff Code of Conduct). Cameras are supplied by school.

Information for Staff, Parents and Carers

All staff have access to a copy of the Child Protection Policy in the Staff Shared Area – Policies. In addition all staff have been given or emailed a copy of the following documents:

- Code of Conduct for Staff
- Guidance for Safer Working Practice for those working with children and young people in education settings; (February 2022)
- Keeping Children Safe in Education 2026
- Staff handbook advising staff re: accessing social networking sites.
- Listening to Children Guidance
- What to do if... (Russells Hall procedures)

The booklet, “What to do if you’re worried a child is being abused” is available in the Staff Shared Area and in the staffroom. In addition to the formal Child Protection Training delivered every year to all staff, Child Protection is revisited by both Teaching and Support staff when the Policy is reviewed or updated or discussed at staff meetings to raise issues, address concerns, or share good practice as they arise. This takes place at least annually.

Parents can access the Safeguarding and Child Protection Policy via the school website www.russells.dudley.sch.uk . Copies of the Safeguarding and Child Protection Policy are also kept in the School office as well as in the offices of the Head Teacher and the DSL for Child Protection. The Designated Governor also has a copy.

Links to other Policies

Attendance

Children Missing from Education (CME, KCSIE 2026)

A child going missing from education is a potential indicator of abuse or neglect. The role of the Attendance Officer within school is key in ensuring that the absence of children on child protection plans is reported to the DSL for Child protection so that the absence can be followed up and the social worker informed as necessary. Once children leave Russells Hall, regardless as to whether a Common Transfer Form (CTF) has been completed or not they are referred to the Education Investigation Service (EIS) by the Attendance Officer. The EIS investigate the whereabouts of the child and inform school when they are satisfied that the child's name can be removed from the school's roll. As children under 5 cannot be referred to the EIS, school will continue to investigate until a new school placement is found. These records are kept by the Attendance Officer. A referral to Children's Services would be made if there was a concern about a child's welfare or safety following the usual school referral route. Each child should have a minimum of 2 up to date contacts – this is the responsibility of the parent.

Where there are safeguarding concerns, these will be shared with the DSL and appropriate referrals will be made without delay.

Missing Children

Our procedures are designed to ensure that a missing child is found safe and returned to effective supervision as soon as possible. If a child goes missing we will:

- Contact parents
- Staff will immediately implement the school's missing child procedure, ensuring that appropriate searches are undertaken, supervision of other pupils is maintained, parents/carers are contacted and external agencies are informed where necessary.
- Ensure that, when the child is found, the incident is recorded on the school behaviour/welfare log.

Homelessness

Homelessness or the risk of homelessness can increase vulnerability and may impact on a child's safety, wellbeing and access to education. The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Physical Intervention

- Staff only ever use physical intervention as a last resort when a child is endangering him/herself or others, and at all times it must be the minimal force necessary to prevent injury to another person. Key staff have received Team Teach training.
- Physical intervention will only be used in accordance with the school's Physical Intervention/Positive Handling Policy and relevant statutory guidance.
- All such instances should be recorded and signed by a witness and given to the Head Teacher. Parents are informed if staff have needed to use physical intervention.
- We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundaries.
- All incidents will be recorded, reviewed and monitored to identify patterns or additional support needs.

Anti-Bullying

- Our School Policy on anti-bullying includes cyber, racist, homophobic, disability gender related bullying. All staff are aware that children with SEND or medical needs are more susceptible to being bullied or victims of child-on-child abuse. We keep a record of all bullying incidents and involve the parents of the victims and perpetrators when acting upon it.
- To allow or condone bullying may lead to disciplinary action.

- Staff recognise that bullying behaviours may form part of wider child-on-child abuse, including harmful sexual behaviours, and concerns will be managed through safeguarding procedures where appropriate.

Racist Incidents

Our Safeguarding, Recording and Reporting of Racist Incidents is led by the headteacher. Children who make racist comments or cause upset to others are always spoken to and the incident investigated by a member of the Senior Leadership Team. This helps children to realise the serious nature of such offences. A log of racist incidents is kept on CPOMS and Arbor. Repeated racist incidents or a single serious incident may lead to consideration under CP procedures. Records are kept of all racist incidents and reported to Governors. Hate incidents and discriminatory behaviour will be recorded, monitored and addressed in line with the school's Equality and Behaviour policies.

Health and Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of children within the school environment and when away on trips and visits. It also includes staying safe when using the internet.

SEND

Children with SEND may face additional safeguarding challenges. Staff have considered this as part of their updated training (Sept 2026) – see training handouts.

Staff recognise that children with SEND may have additional communication needs, may experience barriers to reporting concerns, and may be more vulnerable to abuse, neglect, exploitation and bullying. Appropriate adjustments will be made to ensure their voice is heard and their wishes and feelings are considered.

Alternative Provision

Where Russells Hall commissions alternative provision, the school remains responsible for safeguarding the pupil and for assuring itself that the placement is safe, suitable and meets the child's needs. Before placement, the school will obtain written confirmation that appropriate safeguarding checks have been completed on staff and that the provider will notify the school of staffing or other changes that could increase risk.

The school will know the pupil's location during school hours, including the address of any subcontracted or satellite site, and will monitor attendance and welfare. Each placement will be formally reviewed at least half-termly. Any safeguarding concern will trigger an immediate review and, where necessary, suspension or termination of the placement until the concern has been satisfactorily addressed.

Other Policies

This policy needs to be read in conjunction with the following additional policies: (see SSS Training /Read/Policies):

Attendance, First Aid, PSHE, Medical Needs, Behaviour, Restraint, Recruitment, SEND, Health and Safety, Single Equality Policy, Sex Education, Staff Discipline, Staff Conduct and Grievance Procedures, E-Safety, School Complaints, Confidential Reporting Policy, Code of Conduct, EYFS Policies, Intimate Care Policy, Low-Level Concerns Policy/procedure, Online Safety Policy, Filtering and Monitoring arrangements, Child-on-Child Abuse/Harmful Sexual Behaviour procedures, Attendance Policy, Data Protection Policy.

A Safeguarding and Child Protection Policy for Children

A policy created to explain to the children of Russells Hall, the key information they need to know about Safeguarding and Child Protection- see Appendix 14.

Adoption and Review of the Russells Hall Safeguarding and Child Protection Policy:

This policy was updated by Helen Houlston, DSL, with the support of Hannah Smith – DSL at Wren’s Nest to reflect the changes from Keeping Children Safe in Education 2026. It was adopted by “Chairs Action” by John Cook, the Chair of Russells Hall Governing Body. It was shared with staff on Tuesday 1st September and will be reviewed by all members of the Safeguarding Team during September 2026.

Following any further modifications, it will then be finally reviewed by the Full Governing Body and adopted at the first Full Governing Body meeting of the academic term, October 2026.

Professional Curiosity

All staff are expected to maintain professional curiosity when working with children and families. This means being alert to signs that a child may need help, support or protection and not accepting explanations without appropriate consideration of the wider circumstances.

Staff should consider whether information from different sources may indicate a safeguarding concern and should share concerns promptly with the Designated Safeguarding Lead.

Appendices

Appendix 1	Aspects of Safeguarding and further advice and guidance.
Appendix 2	Definitions and Indicators of Abuse
Appendix 3	Female Genital Mutilation (FGM)
Appendix 4	Prevent Strategy (Radicalisation and Extremism)
Appendix 5	Flowchart to summarise action to be taken when a child is at risk of harm
Appendix 6	School Referral: CPOMS
Appendix 7	Dealing with a Disclosure of Abuse
Appendix 8	Training Log
Appendix 9	Request for help and support form for referrals to the SPA Team for a child harmed by or at risk of neglect and /or abuse
Appendix 10	Local Authority Referral form for the Management of Allegations against Staff
Appendix 11	Escalation Protocol for the Local Authority (DSPP)

Appendix 1: Aspects of Safeguarding

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- Artificial intelligence and emerging online risks
- Bullying, including cyber bullying
- Child-on-Child abuse
- Child Criminal Exploitation
- Children missing education (CME)
- Child exploitation, including criminal exploitation and sexual exploitation
- Making or sharing nudes and semi-nudes, including ai-generated or manipulated images
- Domestic Violence
- Drug and Substance Misuse
- Educational Visits
- E-safety
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence against women and girls
- Harassment and Discrimination
- Harmful sexual behaviour between children
- Honour Based Abuse
- Intimate Care
- Low-level concerns about adults working with children
- Management of Contractors
- Management of Visitors
- Meeting the needs of pupils with medical conditions including mental health
- Mental health and emotional wellbeing
- Online safety, including online abuse, grooming, exploitation, cyberbullying, misinformation and emerging technologies
- Private Fostering
- Providing First Aid
- Pupils' Health and Safety
- Racist Abuse
- Preventing Radicalisation
- School Security taking into account the local context
- Self-Harming
- Sharing of nude and semi-nude images, including consensual and non-consensual sharing
- Teenage Relationship Abuse
- Trafficking
- Use of Physical Intervention

Annex A of Keeping Children Safe in Education contains useful additional advice and support on a range of Safeguarding Issues.

Additional advice, support and links

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	https://www.gov.uk/guidance/domestic-abuse-how-to-get-help	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
“Honour Based Abuse” (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	making or sharing nudes and semi-nudes, including AI-generated or manipulated images: responding to incidents and safeguarding children	UK Council for Child Internet Safety NSPCC
	Undertaking remote teaching safely NSPCC Learning	
Private Fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

Online Safety Resources and Links

Organisation/Resource	What it does/provides
www.thinkuknow.co.uk	NCA CEOPs advice on online safety
www.disrespectnobody.co.uk	Home Office advice on healthy relationships, including making or sharing nudes and semi-nudes, including AI-generated or manipulated images and pornography
www.saferinternet.org.uk	Contains a specialist helpline for UK schools and colleges
www.swgfl.co.uk	Includes a template for setting out online safety policies
www.internetmatters.org	Help for parents on how to keep their children safe online
www.parentzone.org.uk	Help for parents on how to keep their children safe online
www.childnet.com	Guidance for schools on cyberbullying
www.pshe-association.org.uk	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
www.educateagainsthate.com	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
UKCIS	The UK Council for Child Internet Safety's website provides: • making or sharing nudes and semi-nudes, including AI-generated or manipulated images • Online safety: Questions for Governing Bodies • Education for a connected world framework
www.NSPCC.org.uk	NSPCC advice for schools and colleges
www.net-aware.org.uk	NSPCC advice for parents
www.common sense media.org	Independent reviews, age ratings, & other information about all types of media for children and their parents
searching screening and confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
www.lgfl.net	Advice and resources from the London Grid for Learning

Appendix 2: Definitions and Indicators of Abuse (KCSIE 2026, Part 1)

Signs of Abuse

Recognising abuse and neglect can be difficult. All staff at Russells Hall Primary School have a responsibility to remain alert to signs that a child may be experiencing, or be at risk of, harm.

Staff should maintain professional curiosity, consider the wider context of a child's circumstances and report concerns without delay to the Designated Safeguarding Lead (DSL) or Deputy DSL.

The indicators below are not a definitive list. Children may show different signs depending on their age, development, experiences and circumstances. A single indicator does not necessarily mean abuse has occurred; however, concerns should always be shared and recorded in line with school safeguarding procedures.

Definitions and Indicators of Abuse

- 1. Neglect**
- 2. Physical Abuse**
- 3. Emotional Abuse**
- 4. Sexual Abuse**

Safeguarding Issues

- 1. Child-on-child abuse, including harmful sexual behaviour**
- 2. Child Sexual Exploitation (CSE)**
- 3. Child Criminal Exploitation (CCE), including County Lines**
- 4. Domestic abuse**
- 5. Female Genital Mutilation (FGM)**
- 6. Forced marriage**
- 7. Honour-based abuse**
- 8. Mental health and self-harm**
- 9. Online abuse and exploitation**
- 10. Serious violence**
- 11. Children missing education**
- 12. Radicalisation and extremism**

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers);
- or ensure access to appropriate medical care or treatment.
- No appropriate carer available at home

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible Indicators of neglect may include one or more of the following

- *Constant hunger*
- *Poor personal hygiene*
- *Constant tiredness*
- *Poor clothing*
- *Emaciated*
- *Frequent lateness, earliness or non-attendance at school*
- *Destructive tendencies*

- *No social relationships*
- *Compulsive stealing*
- *Scavenging for food and clothes*
- *No carer at homes*
- *Very low self-esteem*
- *Lack of medical/dental care*
- *Running away/truancy*
- *Obesity*
- *Substance misuse*
- *Self-harm*
- *Bullying/bullied*

Physical Abuse

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

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- Running away, missing episodes or persistent absence from education
- Experiencing bullying, including cyberbullying or child-on-child abuse

Possible indicators of physical abuse may include one or more of the following:

- *Hand/slap marks*
- *Marks in the shape of particular objects*
- *Pinch marks*
- *Grip marks on arms, chest or other parts (in a young baby this could indicate shaking, risking injury to the brain)*
- *Bruising around the eye/eyes*
- *Linear bruises, especially back of legs or buttocks*
- *Bruising in or around the mouth especially in young babies*
- *Bruising to cheeks e.g. finger marks*
- *Symmetrical bruising, especially on or behind the ears*
- *Bruising on the stomach/chest/neck/breasts, buttocks, abdomen, thighs or genital area*
- *Different age bruising on a child at any one time other than on the common sites for accidental injury*
- *Burns or scalds with clear outlines*
- *Burns of uniform depth over a large area*
- *Burns inside the mouth, inside arms or genitals*
- *Cigarette burns*
- *Bite marks*
- *Fractures in children under one year*
- *Torn skin inside the lip of a baby (the frenulum)*
- *Unexplained injuries, untreated injuries, recurrent injuries*

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Possible indicators of emotional abuse may include one or more of the following:

- *Developmental delay (physical, mental, emotional)*
- *Admission of punishment which seems excessive*
- *Over reaction to mistakes*
- *Sudden speech disorders*
- *Rocking, hair twisting/pulling etc*
- *Extremes of passivity or aggression*
- *Drugs/solvent abuse/self-harm/*
- *Truancy*
- *Scavenging for food and clothes*
- *Extreme attention seeking*
- *Suicide attempts*
- *Regression/Self neglect/ Bedwetting or soiling*

Sexual Abuse

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

Possible indicators of sexual abuse may include one or more of the following:

Under 5's

- *Extreme fear of a particular person*
- *Become distressed when clothing removed*
- *Regress to younger behavioural pattern/change in behaviour*
- *Stare blankly, seem unhappy, confused, sad*
- *Play out sexual acts in knowledgeable way – age inappropriate*
- *Act sexually towards others, play, language*
- *Have soreness in throat, genital or anal area*
- *Chronic nightmares, onset of bedwetting*
- *Bruising/marks around genital areas*

Under 12's

- *Sudden changes in behaviour, aggressive withdrawn*
- *Reluctance to undress for gym/inappropriate clothing/covering up*
- *Falling asleep at school*
- *Repeat ailments, headaches, stomach aches*
- *Wary, Watchful*
- *Running away/Truancy*
- *Talk or write about sexual matters*
- *Act sexually inappropriately*
- *Eating disorders*
- *Inappropriate behaviours*
- *Physical bruises/marks*

Specific Safeguarding Issues

Child-on-child abuse

All staff understand that child-on-child abuse can happen both inside and outside school, including online, and that it can occur between children of any age, gender, background or ability.

Child-on-child abuse can include, but is not limited to:

- bullying, including cyberbullying;
- physical abuse, such as hitting, kicking, pushing or other forms of violence;
- sexual violence, including unwanted sexual touching or assault;
- sexual harassment, including unwanted sexual comments, jokes, gestures or behaviour;
- harmful sexual behaviour, where a child displays sexual behaviours that are inappropriate, harmful or abusive towards another child;
- sharing of nude or semi-nude images or videos, including where this is pressured, coerced or shared without consent;
- initiation/hazing-type behaviours;
- emotional abuse, intimidation, threats or controlling behaviour;
- prejudice-based or discriminatory behaviour, including racism, sexism, homophobia, biphobia, transphobia or disability-based abuse;
- child criminal exploitation, including coercion into criminal activity by other children or groups.

Russells Hall Primary School recognises that some children may be more vulnerable to experiencing or causing harm, including children with SEND, children experiencing difficulties at home, children who have experienced abuse or neglect, and children who may be isolated from their peers.

All concerns relating to child-on-child abuse will be taken seriously, reported to the Designated Safeguarding Lead (DSL) and managed in line with the school's safeguarding procedures. The school will consider the wishes and feelings of all children involved, provide appropriate support, and take action to reduce the risk of further harm.

Staff are expected to maintain professional curiosity, challenge inappropriate behaviour and report concerns promptly. Preventing and responding to child-on-child abuse is part of creating a safe, respectful and inclusive school environment.

Child-on-child abuse: reporting, recording and support

The school will minimise the risk of child-on-child abuse through an age-appropriate safeguarding curriculum, clear behaviour expectations, supervision, staff vigilance, accessible reporting routes and prompt action when concerns emerge. Children are taught how to report concerns to trusted adults and through the school's established worry and safeguarding systems. These routes will be well promoted, easily understood and accessible to children with SEND or communication needs.

Every allegation will be recorded, assessed and investigated proportionately under the direction of the DSL. Immediate risk and needs assessments will consider the victim, the alleged perpetrator and any other children

affected. Appropriate safeguarding, pastoral and educational support will be provided to all children involved, without implying equivalence of experience or responsibility.

The school recognises that an absence of reports does not mean abuse is not occurring. There is a zero-tolerance approach to abuse: it will never be dismissed as banter, 'just having a laugh', 'part of growing up' or 'boys being boys'. Some forms are more likely to be experienced by girls and perpetrated by boys, but all child-on-child abuse is unacceptable. Harmful sexual behaviour exists on a continuum and may include misogyny, misandry, threats or physical harm involving weapons, sexual harassment and sexual violence.

All incidents involving the making or sharing of nude or semi-nude images, including AI-generated or manipulated images, require a safeguarding response whether described as consensual or non-consensual. The DSL will follow current UKCIS guidance and consider police or children's social care involvement where appropriate.

Child Sexual Exploitation (CSE)

(See Keeping Children Safe in Education 2026 Annex A for further details)

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where a child or young person is sexually exploited for the benefit of another person or group. Children who experience CSE may require support through safeguarding and welfare services and, where appropriate, protection under the Children Act 1989.

CSE can involve children being exploited through face-to-face contact, online communication, social media, gaming platforms or other forms of technology. It may involve individuals, groups, gangs or organised networks.

Child Sexual Exploitation involves situations, contexts or relationships where a child receives, or is promised, something of value in exchange for sexual activity or sexualised behaviour. This may include money, gifts, food, accommodation, drugs, alcohol, status, affection or protection.

An important feature of exploitation is an imbalance of power between the child and the person causing harm. The child may experience coercion, manipulation, intimidation, threats, grooming or pressure from adults or peers. A child may believe they are in a consensual relationship; however, exploitation occurs where the child is being used or harmed.

CSE may include:

- grooming and manipulation;
- sexual abuse facilitated through technology;
- sharing or coercion relating to nude or semi-nude images;
- sexual bullying and harassment;
- exploitation by peers, adults, groups or criminal networks;
- trafficking for the purpose of sexual exploitation.

Staff should be aware that children experiencing CSE may not show obvious signs of abuse. Indicators may include changes in behaviour, relationships, attendance, emotional wellbeing, use of technology, unexplained gifts or money, involvement with older individuals, or increased vulnerability.

All concerns relating to possible Child Sexual Exploitation must be reported immediately to the Designated Safeguarding Lead (DSL) in accordance with school safeguarding procedures.

Child Criminal Exploitation (CCE)

(See Keeping Children Safe in Education 2026 Annex A for further details)

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in criminal activity.

This may be:

- in exchange for something the child needs or wants;
- for the financial or other advantage of the perpetrator or facilitator; or
- through violence or the threat of violence.

The child may have been criminally exploited even if the activity appears to be consensual. CCE does not always involve physical contact and can occur through the use of technology, including online platforms.

CCE can include children being forced or coerced to:

- work in cannabis factories;
- transport or store drugs or money;
- take part in county lines activity;
- shoplift, steal or commit fraud;
- carry weapons;
- threaten or harm other people;
- become involved in other criminal activity.

Children can be exploited by adults or by other children and may be targeted because of vulnerabilities, including social isolation, additional needs, previous experiences of abuse, or difficulties at home.

Possible indicators of CCE may include:

- children who appear with unexplained gifts, money or new possessions;
- children who associate with individuals or groups involved in exploitation or criminal activity;
- changes in emotional wellbeing, behaviour or presentation;
- increased secrecy around activities, friendships or use of technology;
- children who misuse drugs or alcohol;
- children who go missing from home, school or care, or regularly return home late;
- children who frequently miss education or experience a decline in attendance or engagement;
- children who appear to have been pressured, threatened or controlled by others.

Staff should remain professionally curious and report any concerns about possible Child Criminal Exploitation to the Designated Safeguarding Lead (DSL) in accordance with school safeguarding procedures.

County Lines

(See Keeping Children Safe in Education 2026 Annex A for further details)

County Lines is a form of Child Criminal Exploitation (CCE) where gangs and organised criminal networks exploit children and vulnerable adults to move drugs, money or other items between locations. It often involves the use of dedicated mobile phone lines, known as “deal lines”, to facilitate drug dealing activity.

County lines exploitation is not limited to secondary-aged children. Children of any age may be vulnerable, particularly where there are existing vulnerabilities such as social isolation, additional needs, previous experiences of abuse, difficulties at home, involvement in anti-social behaviour, or connections with older children or adults involved in criminal activity.

Children may be targeted and recruited in a range of settings, including schools, colleges, pupil referral units, special educational needs settings, children’s homes and online environments.

Exploitation is central to the county lines model. Children may be coerced, controlled, manipulated, threatened or subjected to violence (including sexual violence) to carry drugs, money or weapons. Children may be forced into criminal activity through threats, intimidation, debt bondage or fear for themselves or their families.

A child involved in county lines activity may not recognise themselves as being exploited. Criminal exploitation can still occur even where the child appears to have agreed to take part.

Indicators that a child may be experiencing county lines exploitation include:

- going missing from home, school or care;
- being found outside their usual area;
- unexplained money, gifts, clothing or possessions;
- receiving excessive phone calls or having multiple phones;
- changes in behaviour, friendships or emotional wellbeing;
- associating with older individuals or groups involved in criminal activity;
- increased secrecy around activities or use of technology;
- involvement in, or being a victim of, serious violence, including knife crime;
- unexplained injuries or concerns about threats or intimidation.

Missing episodes can be a key indicator of county lines exploitation. Where there are concerns that a child may have been trafficked or exploited, consideration should be given to appropriate safeguarding referrals, including whether a referral through the National Referral Mechanism (NRM) is required.

County lines exploitation:

- can affect any child under the age of 18, regardless of gender, background or ability;
- can affect children who appear to be making choices or participating willingly;
- may involve individuals or groups, including adults or other children;
- often involves an imbalance of power, which may relate to age, vulnerability, status, physical strength, cognitive ability or access to resources.

Staff should remain professionally curious and report concerns relating to possible county lines or criminal exploitation immediately to the Designated Safeguarding Lead (DSL).

Domestic Abuse

(See Keeping Children Safe in Education 2026 Annex A for further details)

Domestic abuse can take many forms, including physical abuse, emotional abuse, psychological abuse, sexual abuse and financial abuse. It can occur between adults in a family or relationship and can also include abuse within young people's own relationships.

Russells Hall Primary School recognises that children can be affected by domestic abuse even when they are not directly harmed. Children may experience domestic abuse by seeing, hearing or being exposed to its effects, and this can have a significant and long-term impact on their emotional wellbeing, mental health, behaviour, relationships and development.

Children may also experience domestic abuse directly, including controlling, coercive or abusive behaviour within their own relationships.

We work with partner agencies and share relevant information where there are concerns that domestic abuse may be affecting a child or family, or where a child may be at risk of harm.

Operation Encompass

Operation Encompass is a partnership between police forces and schools designed to provide early support to children affected by domestic abuse incidents.

Where a police force operates Operation Encompass, information is shared with the child's school Designated Safeguarding Lead (DSL) when police attend a domestic abuse incident involving children. This enables the school to understand the child's circumstances and provide appropriate support according to their individual needs.

Where a police force does not operate Operation Encompass, alternative information-sharing arrangements will be in place.

All concerns relating to domestic abuse will be considered through the school's safeguarding procedures, with the child's wishes and feelings taken into account wherever appropriate.

Further Support and Guidance

The National Domestic Abuse Helpline, run by Refuge, provides free and confidential support, advice and information for people affected by domestic abuse, including those concerned about a friend or family member. The service is available 24 hours a day and provides options for contacting the service safely. The National Domestic Abuse Helpline website provides guidance, support and information, including the option to request a safe time for a call from a member of the team.

Further advice on recognising the signs that a child may be affected by domestic abuse, and how children can be supported, is available from:

- NSPCC – Domestic abuse: signs, symptoms and effects on children

- Refuge – Information about domestic abuse and the impact on children
- SafeLives – Young people and domestic abuse

School staff should remain alert to the possible impact of domestic abuse on children and follow safeguarding procedures where concerns arise.

Definitions: Psychological, Physical, Sexual, Financial and Emotional Abuse

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Female Genital Mutilation (See KCSIE 2026 Annex A for further details)

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

(See *Keeping Children Safe in Education 2026 Annex A* for further details)

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has experienced, or is at risk of experiencing, abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to diagnose a mental health condition. However, education staff are well placed to observe children on a daily basis and identify changes in behaviour, presentation, emotional wellbeing or relationships that may indicate a child is experiencing difficulties or may require additional support.

Children may communicate distress in different ways, including through changes in behaviour, attendance, engagement, relationships, physical presentation or emotional regulation. Staff should remain professionally curious and consider whether there may be underlying safeguarding concerns.

Russells Hall Primary School recognises the importance of promoting positive mental health and emotional wellbeing. Where appropriate, support may include working with parents/carers, the Designated Safeguarding Lead (DSL), pastoral staff, Family Help services and relevant external agencies.

If a member of staff has a concern about a child's mental health which may also represent a safeguarding concern, they should follow the school's safeguarding procedures and report the concern immediately to the DSL or Deputy DSL.

The child's wishes and feelings will be considered when identifying support and responding to concerns.

Serious Violence

(See *Keeping Children Safe in Education 2026 Annex A* for further details)

All staff should be aware of the indicators that may suggest a child is at risk from, or involved in, serious violence.

These may include:

- increased absence from school;
- a change in friendships or relationships, particularly with older individuals or groups;
- a significant decline in educational attainment or engagement;
- changes in behaviour, emotional wellbeing or presentation;
- signs of self-harm;
- signs of assault or unexplained injuries;
- unexplained gifts, money or new possessions;
- involvement with individuals or groups linked to criminal activity or gangs.

Children may be at increased risk of serious violence due to factors such as criminal exploitation, peer pressure, vulnerability, online influence or association with individuals involved in offending.

Serious violence may be linked to other safeguarding concerns, including Child Criminal Exploitation (CCE), county lines, harmful sexual behaviour, and missing episodes. Staff should remain professionally curious and report any concerns relating to serious violence or potential exploitation immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL in accordance with school safeguarding procedures.

Child-on-Child Sexual Violence and Sexual Harassment

(See Keeping Children Safe in Education 2026 Annex A for further details)

Russells Hall recognises that children can abuse other children. This is referred to as child-on-child abuse and can happen both inside and outside of school, including online.

All staff understand that sexual violence and sexual harassment between children can occur in a range of ways and that children of any age, gender or background can be affected.

When considering sexual behaviour between children, staff should consider factors including:

- whether there is true consent;
- whether there is an imbalance of power;
- whether coercion, pressure, intimidation or threats are involved;
- the age and developmental stage of the children involved; and
- the impact of the behaviour on those involved.

Some sexual behaviours may be developmentally expected, but others may be inappropriate or harmful and require intervention and support. Harmful sexual behaviour can include behaviour that causes another child physical or emotional harm, distress, fear or humiliation.

Abusive sexual behaviour includes any sexual behaviour involving coercion, threats, aggression, secrecy or where one child uses an unequal position of power over another child.

Staff should be alert to concerns including:

- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- unwanted sexual comments or sexualised language;
- sharing of nude or semi-nude images without consent;
- sexualised bullying;
- online sexual abuse or exploitation; and
- inappropriate sexual contact.

Upskirting

Upskirting involves taking a photograph or recording beneath a person's clothing without their consent, usually to obtain a sexual image or cause humiliation, distress or alarm. Upskirting is a criminal offence and any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school safeguarding procedures.

Making or sharing nudes and semi-nudes

Electronic communication and online platforms have increased the ways in which children can communicate and share images. Children may be vulnerable to pressure, coercion, exploitation or abuse through online interactions.

Making or sharing nudes and semi-nudes, including AI-generated or manipulated images, can involve children of different ages, including primary-aged children. Images may be shared willingly, under pressure, or without the consent of the child involved.

Although a child may initially believe they are sharing an image privately, images can be forwarded, shared widely or used as part of grooming, bullying or exploitation.

Children who are involved in the creation, sharing or receiving of nude or semi-nude images should be treated as children requiring safeguarding support. Staff should follow school procedures and report concerns immediately to the DSL.

Sharing or possessing indecent images of children under 18 may constitute a criminal offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988; however, safeguarding responses must focus on protecting and supporting children involved.

Appendix 3: Female Genital Mutilation (FGM)

(See Keeping Children Safe in Education 2026 Annex A for further details)

All staff receive regular safeguarding updates which include awareness of Female Genital Mutilation (FGM), the indicators of risk and the procedures to follow if concerns arise.

FGM is a form of child abuse and is illegal in the UK. It involves procedures that intentionally alter or injure the female genital organs for non-medical reasons.

Professionals in all agencies must remain alert to the possibility that a child may be at risk of FGM or may have already experienced FGM. Staff should be aware that indicators may not always be obvious and that the presence of one concern may be enough to require further consideration and discussion with the Designated Safeguarding Lead (DSL).

Children at risk of FGM may come from communities where the practice is known to occur. However, FGM can affect girls from a range of backgrounds, and staff should avoid making assumptions based only on nationality, ethnicity, religion or community.

Staff should follow local safeguarding procedures and seek advice from the DSL where there are concerns. Where a child is believed to be at risk of significant harm, an immediate referral should be made in line with safeguarding procedures.

Possible indicators that FGM may be planned include:

- a child talking about a special ceremony or procedure;

- a family planning a long trip abroad;
- discussion about being "cut", becoming a woman or preparation for marriage;
- knowledge that a sibling, relative or family member has experienced FGM;
- pressure from family or community members relating to FGM.

Possible indicators that FGM may have taken place include:

- prolonged absence from school or activities;
- changes in behaviour following travel abroad;
- becoming withdrawn or unusually quiet;
- difficulty sitting comfortably;
- complaints of pain between the legs;
- bladder or menstrual difficulties;
- repeated urinary tract infections;
- reluctance to participate in physical activities;
- secrecy or isolation;
- disclosure by the child.

Mandatory reporting duty

Teachers have a statutory duty to report directly to the police where, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under the age of 18. This duty applies where the information is obtained through disclosure by the victim or where there is visual evidence.

The DSL will support staff with safeguarding procedures and ensure appropriate referrals are made. Staff should not delay reporting while seeking further evidence.

As with forced marriage, FGM follows the principle of the "one chance rule". A child may disclose information only once, and concerns must be acted upon immediately.

Forced Marriage

Forced marriage is different from an arranged marriage. It is a human rights abuse and can affect both females and males.

Indicators may include:

- concerns about a child being taken abroad;
- changes in behaviour or attendance;
- withdrawal from friends or activities;
- increased family control;

- concerns raised by siblings or peers.

Staff should never attempt to intervene directly with families or arrange mediation. Concerns must be reported immediately to the DSL, who will follow safeguarding procedures and seek appropriate specialist advice.

Appendix 4: Prevent Strategy (Radicalisation and Extremism)

Russells Hall Primary School is committed to supporting the Prevent duty and protecting children from the risk of radicalisation and involvement in terrorism.

Preventing radicalisation is part of our wider safeguarding responsibilities. Staff receive appropriate training to recognise indicators that a child may be vulnerable to extremist ideas, radicalisation or exploitation. New members of staff complete safeguarding and Prevent training as part of their induction.

Russells Hall promotes a culture of respect, tolerance and inclusion. Through the curriculum and wider school life, we promote fundamental British values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Extremism can lead to fear, hatred and division within communities. Our school aims to create an environment where pupils feel safe, are encouraged to express their views appropriately, listen to others and develop respect for different perspectives.

Our approach to preventing extremism and radicalisation has five key objectives:

1. To promote and reinforce school values and British values, creating opportunities for respectful discussion, developing pupil voice and supporting pupils' confidence and understanding of themselves and others.
2. To promote inclusion, social cohesion and understanding between different cultures, faiths and communities.
3. To ensure pupils are safe from bullying, harassment, discrimination and extremist influences.
4. To identify and support pupils who may be vulnerable to radicalisation and provide appropriate support through safeguarding procedures.
5. To ensure staff and pupils understand their roles in preventing radicalisation and protecting people from the risk of terrorism.

Key definitions

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces.

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorism.

Terrorism involves actions that endanger or cause serious violence to people, cause serious damage to property, or seriously interfere with or disrupt electronic systems, where the use or threat of action is designed to influence government or intimidate the public for the purpose of advancing a political, religious or ideological cause.

Schools should refer to current DfE Prevent guidance when assessing and managing risks relating to radicalisation.

Prevent Lead

The Designated Safeguarding Lead (DSL) acts as the school's Prevent Lead and is responsible for coordinating safeguarding responses relating to radicalisation and extremism.

The Prevent Lead for Russells Hall is Mrs Sarah Hawker, supported by Mrs Sarah Parkes and Mrs Hannah Smith at Wren's Nest Primary.

Deputy Prevent Leads are Mrs Helen Houlston, Mrs Caroline Tams, Miss Gray.

There will always be a member of the safeguarding team available to respond to concerns. The Prevent Lead responsibilities include recognising concerns, supporting staff, liaising with relevant agencies and ensuring appropriate safeguarding procedures are followed.

Indicators of Vulnerability to Radicalisation

See Keeping Children Safe in Education 2026 Annex A and Prevent Duty Guidance for further information)

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorism.

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. It also includes calls for the death of members of the armed forces.

There is no single profile of a person who may become involved in extremist activity. Individuals who become involved can come from a wide range of backgrounds and experiences. Holding radical views does not necessarily mean that a person will become involved in violent extremist activity.

Children may become vulnerable to radicalisation through a range of social, personal and environmental factors. Extremist groups may seek to exploit vulnerabilities, including feelings of isolation, injustice, identity concerns or a desire for belonging.

Staff should remain professionally curious and be aware of possible indicators, including:

- accessing or sharing extremist material online;
- expressing views that justify violence or hatred towards others;
- contact with individuals or groups promoting extremist ideas;
- significant changes in behaviour, appearance, friendships or interests;
- increased isolation or withdrawal;
- expressing feelings of grievance, injustice or rejection;
- seeking answers about identity, faith or belonging;
- being exposed to extremist narratives through social media or online platforms.

These indicators are not exhaustive and should not be considered in isolation. The presence of one or more indicators does not mean that a child is being radicalised. Concerns should be considered alongside the child's wider circumstances and discussed with the Designated Safeguarding Lead (DSL).

Prevent Lead: Roles and Responsibilities

The DSL acts as the Prevent Lead for Russells Hall Primary School.

The Prevent Lead is responsible for:

- ensuring staff understand the school's responsibilities in protecting children from radicalisation and involvement in terrorism;
- maintaining awareness of relevant Prevent and safeguarding guidance;
- ensuring staff know how to recognise and report concerns;
- promoting a curriculum and school environment that supports respect, tolerance, critical thinking and understanding of different views;

- acting as the point of contact for safeguarding concerns relating to radicalisation;
- making appropriate referrals where concerns require further support;
- working with partner agencies where necessary, including through the Channel process.

Channel

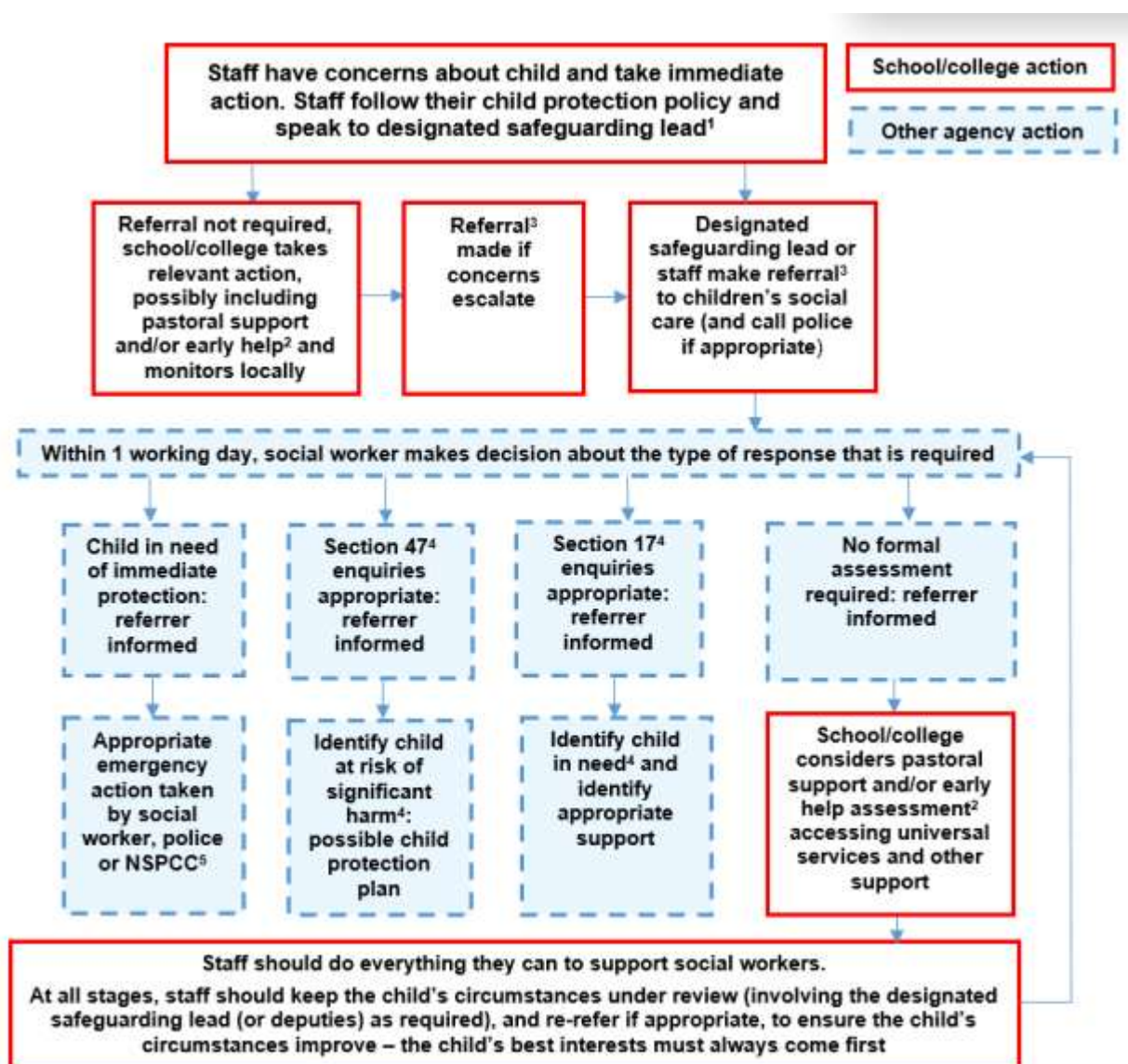
Channel is a voluntary, confidential, multi-agency safeguarding process that provides support to individuals who may be vulnerable to being drawn into terrorism or extremist activity.

The aim of Channel is to:

- identify individuals who may be vulnerable to radicalisation;
- provide early intervention and support;
- reduce vulnerability and prevent involvement in terrorist-related activity.

Where appropriate, referrals and information sharing will follow local safeguarding procedures.

Appendix 5: Keeping children safe in education 2026 - Flowchart Process of referral actions



PROCESS FOR RECORDING AND REPORTING A CHILD PROTECTION CONCERN ABOUT A CHILD

Name Of DSL: Helen Houlston
Deputy DSL: Sarah Parkes, Sarah Hawker, Caroline Tams, Alison Gray, Hanah Smith

Safeguarding Governor:
Mr K Pope

Record on CPOMS as well as making contact with the Safeguarding Team

(DSL MUST receive a concern in writing)

Local Authority DO/Risk: (For concerns about an Adult/Person in Position of Trust) Yvonne Nelson Brown

Contact Details:

allegations@dudley.gcsx.gov.uk

Deliver/Report all concerns to Mrs H Houlston (DSL), Mrs Hawker, Mrs Parkes, Mrs Tams, Miss Gray

DSL reviews concern, identifies level of need and makes a decision about the Next Steps

Decision To MONITOR The Concern

Decision To DISCUSS The Concern With Parent/S Carer

Decision to REFER the concern to Family Help Level 2/3 or Children's Social Care (CSC) Level 4

MONITOR



DISCUSS



REFER



School worker asked to monitor pupil and feedback to the DSL within an agreed timescale

MONITOR



After discussion DSL decides to either, discuss further with parent/carers, monitor via school worker, make a Family Help Assessment, attend allocation meeting or make a referral into CSC Level 4

REFER



DSL speaks with Head/Governor and agrees to refer into CSC



AT ALL TIMES RECORD



Remember:
ANYONE CAN MAKE A REFERRAL
IN ADDITION, REPORT DIRECTLY
INTO FAMILY HELP or CSC.

DSL retains Concern Form/incident details in secure, confidential Safeguarding File

Contact details for:
Children's Social Care referrals:
MASH 0300 555 0050

Appendix 6: Reporting a concern

CPOMS

Russells Hall Primary School uses CPOMS as its electronic safeguarding recording system to record, manage and monitor safeguarding concerns about children.

CPOMS provides a secure and confidential system that enables staff to record concerns, disclosures, observations and information relating to a child's welfare. All safeguarding concerns, however small they may appear, should be recorded promptly and shared with the Designated Safeguarding Lead (DSL) or Deputy DSLs in accordance with the school's safeguarding procedures.

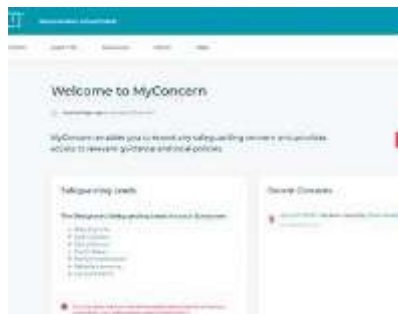
The system supports effective safeguarding practice by ensuring that concerns are:

- recorded accurately and chronologically;
- shared securely with the appropriate safeguarding personnel;
- reviewed and assessed by the DSL team;
- monitored over time to identify patterns, emerging risks or changes in a child's circumstances; and
- retained in accordance with safeguarding record-keeping and data protection requirements.

Staff should record factual information, including what has been seen, heard or disclosed, avoiding assumptions or personal opinions. Where a child shares information, staff should record the child's words as accurately as possible and follow the school's procedures for responding to disclosures.

CPOMS supports the school's commitment to professional curiosity, early identification of need and effective information sharing. Recording a concern does not replace the need for immediate verbal communication with the DSL where a child may be at risk of harm.

Access to CPOMS is restricted to authorised staff involved in safeguarding and is managed in line with the Data Protection Act 2018, UK GDPR and statutory safeguarding guidance.



The dashboard typically shows areas such as:

- Recent concerns raised by staff
- Safeguarding lead information
- Profiles for children where concerns have been recorded
- Chronology/audit trail of actions taken
- Reporting and monitoring tools for identifying

patterns and trends

MyConcern is a secure safeguarding recording and case management platform used by schools to record and manage safeguarding concerns.

Staff concern → CPOMS record → DSL review → Action/referral → Monitoring.

Appendix 7: Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask “leading questions” or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations. (See **Appendix 6 Confidential Reporting Form – printed on yellow**)
- NB It is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children’s social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete the Confidential Reporting form **Appendix 6** available in your classroom, staffroom office and Pupil Support Office and hand it directly to the appropriate person.

Do not leave it in their pigeon hole or on their desk for them to ‘find’. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak.

Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL for Child Protection, Headteacher or Counselling Service as needed.

Appendix 8: Safeguarding Training Log

Safeguarding Training Records

The school maintains a safeguarding training log which records the safeguarding and child protection training completed by the DSL, Deputy DSLs, governors and all staff. The log is updated regularly by the Safeguarding Team and is used to monitor compliance with statutory and local authority training requirements. The training log is available for review by governors, the Local Authority and Ofsted where required.

Name	Role	Training Completed	Date	Renewal Date
Helen Houslton	DSL	DSL Refresher	July 2026	July 2028
Sarah Parkes	DDSL	DSL Refresher	October 2025	October 2027
Sarah Hawker	DDSL	DSL Refresher	May 2025	May 2027
Caroline Tams	DDSL	DSL Refresher	January 2025	January 2027
Alison Gray	DDSL	DSL New to Role	July 2026	July 2028
Keiran Pope	Safeguarding Governor			
Hannah Smith	DSL	DSL Refresher	July 2026	July 2028

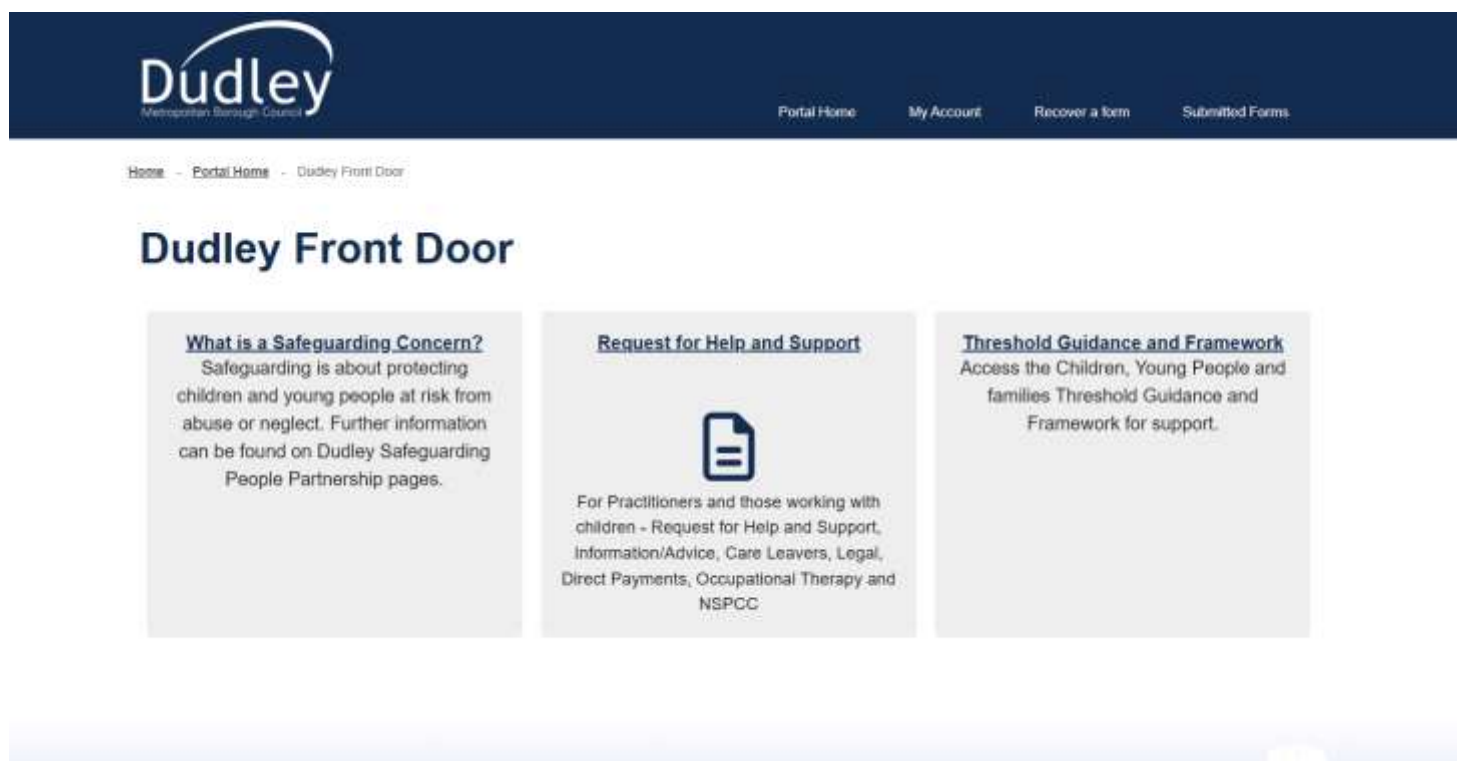
Prevent Training for Whole School April 2025 renewal April 2027

Appendix 9: Request for Help and Support

Request for Help and Support For Practitioners and those working with Children

Request for Help and Support forms are now completed on the Dudley Portal: [Dudley Children's Portal](#)

The screen below shows the home screen and from this screen, practitioners need to log in and follow instructions to complete the form.



(Subject to change September 2026)

Appendix 10: Local Authority Referral form for the Management of Allegations against Staff



Managing Allegations about Adults Working with Children and Young People

Notification Form to the Designated Officer (LADO)

Section one must be completed and sent to the Designated Officer (LADO) at the email address below if there is reasonable cause to believe that any person who works with children in a 'Regulated Activity' or in a 'Position of Trust' in connection with their employment or as a volunteer has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child; OR
- Behaved towards a child or children in a way that indicates that they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- These procedures apply to staff, supply teachers, trainee teachers, volunteers, contractors and self-employed individuals working in or on behalf of the school.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

If the allegation meets any of the above criteria, the employer or agency should report it to the LADO within 1 working day – Referrals should not be delayed to obtain further information

The employer/manager (*lead person/individual with responsibility*) should then telephone the LADO immediately to discuss the next course of action.

Designated Officers (LADO):

For Yvonne Nelson-Brown – 01384 813110

For Valerie Wilmot – 01384 813164

General line: 01384 813061

E-mail: allegations@dudley.gov.uk

Please do not PDF this referral form once it has been completed; this will be done once the form is received.

If you think a child is at immediate risk of significant harm phone Children's Social Care and/or the Police immediately

Children's Social Care:
MASH – 0300 555 0050
(0300 555 8574 out of hours)
Police: 101 or 999 if an emergency

- Treat it seriously and keep an open mind
- **DO not** investigate
- **DO not** make assumptions or offer alternative explanations
- **DO not** promise confidentiality
- Record the details using the child/adult's own words
- Note time/date/place of incident(s), persons present and what was said
- Sign and date the written record

- **DO not** tell the member of staff/volunteer if this might place the child at risk of significant harm or jeopardise any future investigation
- **DO** refer to Dudley's Managing Allegations Against People Who Work With Children' policy which can be found at <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/management-of-allegations/>

SECTION ONE: TO BE COMPLETED BY THE REFERRER- include as much detail as possible

Referrer Details	
Name:	Job Title:
Organisation:	
Address:	
Tel:	E-mail:

Child details (to whom the allegation involves)		
FULL Name:		
Date of Birth:	Ethnicity:	Male/Female:
Age at point of referral:		
Home address:		
School/College/Work Place:	LCS reference Number (if child/young person known to Dudley Children Services):	
Additional information (e.g. disability, communication or other special needs, previous child protection concerns)		
Is the child Looked After? If so provide the details (including telephone numbers) of the Agency, the Placing Authority and the allocated Social workers		
If there are other children in the placement, or if there are other children affected by the allegation provide details below		

Family Details	
Parent/Carer Name:	
Relationship:	
Date of Birth:	
Ethnicity:	
Address:	
Telephone contact:	
E-mail contact:	
Additional Information:	

Member of staff/volunteer concerned – The person(s) about whom the allegation has been made		
Name:		
Date of Birth:	Ethnicity:	Male/Female:
Telephone:		E-mail:
Job Title:		Employment status:
Employing Agency or organisation (include statutory or voluntary agency):		Place of employment:
Home Address:		
Additional information e.g. employment history; previous concerns raised, are they involved in any other activity:		
Details of any previous allegations made:		
Have safer recruitment processes been followed?		Yes/No:
Date of most recent DBS:		
DO they have any children of their own? Or DO they come in contact with any children in their personal lives? If so provide details		

Details Of Allegation / Concern																		
Date of Allegation:	Time of Allegation:	Place of Allegation:																
Allegation in Personal Life?		Yes/No:																
Allegation in Professional Life?		Yes/No:																
Record the details of the allegation using the child/adult's own words where possible:																		
<u>RECORD NATURE OF ALLEGATIONS – please tick box(s) that are applicable:</u> <table border="1"> <tbody> <tr> <td>PHYSICAL ABUSE</td> <td></td> </tr> <tr> <td>SEXUAL ABUSE</td> <td></td> </tr> <tr> <td>EMOTIONAL ABUSE</td> <td></td> </tr> <tr> <td>NEGLECT</td> <td></td> </tr> <tr> <td>ONLINE – SOCIAL NETWORK</td> <td></td> </tr> <tr> <td>ONLINE -WEBSITE</td> <td></td> </tr> <tr> <td>ONLINE -IMAGES</td> <td></td> </tr> <tr> <td>ONLINE - (NOT STATED)</td> <td></td> </tr> </tbody> </table> <u>PLEASE ENSURE THAT YOU HAVE TICKED AT LEAST ONE OF THESE BOXES</u>			PHYSICAL ABUSE		SEXUAL ABUSE		EMOTIONAL ABUSE		NEGLECT		ONLINE – SOCIAL NETWORK		ONLINE -WEBSITE		ONLINE -IMAGES		ONLINE - (NOT STATED)	
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ONLINE - (NOT STATED)																		

Has the child been spoken to about this incident or concern? If yes, please give details:

Has a parent/carer been informed? If yes, please give reason and details:

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Has the member of staff / volunteer been informed of your discussion or referral to the LALADO?

Yes- please give reason and details:

No - please give reason and details:

(WE STRONGLY ADVISE YOU TO INFORM THE MEMBER OF STAFF IF THEY ARE REFERRED TO LALADO AND THEY MAY BE SUBJECT TO A POSITION OF TRUST MEETING – unless to LADO so would place a child/young person at risk or compromise any potential criminal investigation)

Have you consulted and/or submitted a MARF to Childrens Services regarding the allegation of abuse – YES / NO (PLEASE CIRCLE AS APPROPRIATE)

If you have submitted the MARF – have you followed it up and gained feedback – what information was provided to you?

If you have NOT submitted the MARF – please explain why not?

Referrers Full Name	Referrers Agency	
Referrer signature	Date of referral	Time of referral

Details of Advice or consultation from the LADO :

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LADO Authorisation:		Date closed:	
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Resolving Professional Disagreements - PROCESS FLOWCHART and TIMESCALES

Professional disagreement should be resolved at the lowest possible stage within the shortest possible timescale

Where practice disputes pertaining to the safeguarding concerns arise, the concerned practitioner should raise and attempt to resolve any issues directly with the practitioner (counterpart from the other agency). If this is not resolved, the stages below must be followed to activate the escalation process		Pre-escalation Resolution Step
STAGE 1: Attempted initial resolution failed - escalate the issue to Line Manager When concern regarding practice or decision making by a professional / agency arises, initial attempts should be made between all parties to resolve the issues. If resolution is achieved, the agreed outcome must be recorded. If unresolved escalate to Line Manager Line Manager to Line Manager: discusses concerns or matters unresolved with their counterpart in the other agency (this may require a professionals meeting). Record agreed outcome. If unresolved escalate to stage 2 (Record escalation via template)		STAGE 1 TIMESCALE Action to be taken within 1-3 days of the concern arising record outcome or escalation
STAGE 2: Escalate to Agency Safeguarding Lead. Safeguarding Lead to Safeguarding Lead discuss concerns or matters unresolved with their counterpart in the other agency. If resolution achieved, record agreed outcome. Safeguarding Leads are required to collate cases escalated to them for referral to DSPP for monitoring. If unresolved escalate to stage 3 (Record escalation via template)		STAGE 2 TIMESCALE To be concluded by day 10. Record agreed outcome or escalation
STAGE 3: Escalation to DSPP Representative Where this stage is reached, appendix 2 will need to be completed and forwarded to the DSPP Business Unit DSPP Representative to DSPP Representative Following escalation to the Safeguarding representative for your organisation, a meeting between the respective DSPP representatives should be convened to seek a resolution. If unresolved escalate to stage 4 (Record escalation via template)		STAGE 3 TIMESCALE To be concluded by day 20. Inform DSPP of resolution.
STAGE 4: Escalation to DSPP Independent Chair DSPP Independent Chair will seek written evidence of the concerns and steps taken to reach a resolution, this may include a meeting with those involved. The Independent Chair will make a recommendation of the most appropriate way to proceed, communicating this within 5 days of receiving the notification		STAGE 4 TIMESCALE To be concluded by day 28.

Useful links:

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/useful-links/>

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

[Dudley Children's Portal](#)

Dudley's Family Help Strategy guidance and thresholds can be access:

<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>