Gloverspiece Safeguarding and Child Protection Policy

Policy Reviewed by	**Jo Evans (DSL)**
Policy Approved by	**Lynne Duffy (Proprietor)**
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Safeguarding Contact Details

Role	Name	Telephone	Email
Designated Safeguarding Lead (DSL)	Jo Evans	07740340979	jo.evans@gloverspieceminifarm.co.uk
Deputy DSL	Liam Allibone	07936021841	liam@gloverspieceminifarm.co.uk
Deputy DSL	Jennifer Chaudry	07715625692	jen@gloverspieceminifarm.co.uk
Deputy DSL	Emma Raymond	07894804579	emma.raymond@gloverspieceminifarm.co.uk
Deputy DSL	Phil Moss	07867694329	philip@gloverspieceminifarm.co.uk
Deputy DSL	Naomi Cambray	07528 108550	naomi@gloverspieceminifarm.co.uk
Deputy DSL	Holly Fereday	07728728910	holly@gloverspieceminifarm.co.uk
Deputy DSL	Dannielle Alldritt	07740013800	danielle@gloverspieceminifarm.co.uk
Deputy DSL	Nicola Beard	07729825024	nicola@gloverspieceminifarm.co.uk
Headteacher, Proprietor & Safeguarding Proprietor	Lynne Duffy	07918026036	lynne@gloverspieceminifarm.co.uk

Worcestershire's Education services contacts

Service	Contact details
Local Authority's Designated Officer (LADO)	LADO@worcestershire.gov.uk
Education Safeguarding Adviser	Denise Hannibal – 01905 844436; dhannibal@worcestershire.gov.uk
Education Welfare/Children Missing Education	cme@worcestershire.gov.uk
Family Help/Family Support	FamilySupport@worcestershire.gov.uk
Elective Home Education	ElectiveHomeEducation@worcestershire.gov.uk
Medical Education Team	MET@worcestershire.gov.uk
SEND	sen@worcestershire.gov.uk
Virtual school	virtualschool@worcestershire.gov.uk
Family Front Door (children's social care)	01905 822666
Emergency Duty Team (out of hours)	01905 768020
Police	999 in an emergency; 101 for non-emergency matters

Other useful contact details

Name	Phone/Email
Birmingham LADO	ladoteam@birminghamchildrenstrust.co.uk
Warwickshire LADO	lado@warwickshire.gov.uk
Gloucestershire LADO	amadmin@gloucestershire.gov.uk
Coventry LADO	lado@coventry.gov.uk
Childline	0800 1111
NSPCC	0808 800 5000
Kidscape Parent Advice Line	0300 102 4481; WhatsApp 07496 682785
Report Abuse in Education	0800 136 663
National Domestic Abuse Helpline	0800 2000 247

Introduction

At Gloverspiece, safeguarding is everyone's responsibility. Our 'Nurture. Grow. Achieve.' ethos is reflected in a culture where children are safe, heard, respected and supported to communicate in the way that works best for them. Trusted relationships, high levels of supervision, a strong Nurture Team and prompt, child-centred action underpin our practice.

Safeguarding and promoting the welfare of children means providing help and support as soon as problems emerge; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring children grow up with safe and effective care; and taking action so that every child has the best outcomes.

This policy applies to all children and young people at Gloverspiece, including those in the Early Years Foundation Stage (EYFS), and to the proprietor, leaders, employees, agency and supply staff, contractors, volunteers, students on placement and visitors. It applies on Gloverspiece, Dilmore, the Willows and Gatehouse sites, during transport, visits, work-related learning, alternative provision, remote education and all activities for which Gloverspiece is responsible.

The policy is available on the school website and from the office in accessible formats on request. It should be read with the staff code of conduct, behaviour, online safety, safer recruitment, allegations/low-level concerns, attendance, whistleblowing, health and safety, intimate care, first aid and complaints arrangements.

Statutory and local framework

This policy has been prepared with regard to the following legislation, statutory guidance and local arrangements:

1. Keeping Children Safe in Education 2026 (KCSIE), effective from 1 September 2026;
2. Working Together to Safeguard Children 2026 and Worcestershire multi-agency safeguarding arrangements, including the Levels of Need and local Family Help/referral pathways;
3. the Children Acts 1989 and 2004, Children and Families Act 2014 and Children's Wellbeing and Schools Act 2026;
4. Education (Independent School Standards) Regulations 2014 and the current statutory framework for the EYFS;
5. Prevent duty guidance 2023, Channel duty guidance 2025 and the Counter-Terrorism and Security Act 2015;
6. Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025;
7. Equality Act 2010, Human Rights Act 1998 and relevant attendance, relationships/sex/health education, disqualification and safer recruitment requirements.
8. Working Together to Improve School Attendance (2026)

Where statutory guidance, legislation or Worcestershire procedures change, the latest requirements take precedence and the policy will be reviewed without waiting for the annual review date.

Principles and Gloverspiece context

We maintain an attitude of 'it could happen here'. A child may not feel ready or know how to tell someone they are being harmed; the absence of a disclosure does not mean that harm is not occurring. Staff remain professionally curious, notice changes, listen carefully and act without delay.

Gloverspiece works with children whose communication, sensory, developmental, social, emotional, mental health or SEND needs may create additional barriers to recognising or reporting abuse. Staff must not assume that behaviour, injuries, attendance changes or distress are explained by a child's disability or diagnosis. Communication aids, trusted adults, reasonable adjustments and the child's preferred means of communication are used so that their voice is heard.

The DSL team reviews the school's contextual safeguarding profile at least annually and when circumstances change. This includes risks linked to the rural/farm environment, transport between home and provision, use of both sites, online access and emerging technology, peer groups, community locations, alternative provision, attendance, family pressures and the needs of individual children. The review is informed by incident data, CPOMS themes, child and parent voice, staff knowledge and information from partner agencies.

All decisions place the child's best interests, safety, wishes and feelings at the centre while recognising that the child's preferred outcome may not always be safe or possible. Discrimination, victim-blaming, racism, misogyny, misandry, homophobia, biphobia, transphobia, sexual harassment and harmful 'banter' are challenged.

Roles and responsibilities

All Adults

Every adult must know the signs of abuse, neglect and exploitation; understand the school's reporting route; act immediately; record accurately; maintain appropriate confidentiality; support the child; and cooperate with the DSL and statutory agencies. Anyone may make a direct referral to children's social care if necessary. Concerns must never be left until the end of the day or assumed to have been reported by someone else.

Designated Safeguarding Leads

The Designated Safeguarding Lead is Jo Evans. She holds lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring. She is a senior leader with the authority, time, training, resources and access to information required by KCSIE 2026. She manages referrals, advise and supports staff, maintains records, works with parents and agencies, promotes educational outcomes, listens to children and leads review and improvement. Jo Evans does not work on a Friday. On a Friday Liam Allibone assumes the Designated Safeguarding Lead responsibility.

The Deputy DSLs are Liam Allibone, Jennifer Chaudry, Emma Raymond, Phil Moss, Nicola Beard, Dannielle Alldritt, Naomi Cambray and Holly Fereday. Deputies are trained to the same standard and may carry out delegated safeguarding activity; ultimate lead responsibility remains with the DSL. One DSL or trained deputy is available whenever the school is open, normally in person and otherwise through the agreed telephone or secure remote route. Staff are told who is providing cover each day.

If both Jo and Liam are unavailable, staff contact a Deputy DSL. If no DSL or deputy can be reached, the Headteacher, Lynne Duffy, becomes the key contact. Outside operating hours and during out-of-term activities, Lynne Duffy is the safeguarding contact. Lack of access to a named person must never delay a 999 call, police contact or direct referral to the Family Front Door.

Liam Allibone and Jo Evans are the designated staff who oversee the welfare and educational outcomes of looked-after and previously looked-after children. Scarlett Seymour is the Online Safety Coordinator and works with the DSLs and technical support; safeguarding accountability remains with the DSLs, Headteacher and Proprietor.

Where police wish to question a child in connection with an offence, the DSL or Headteacher ensures that the child's rights and welfare under the Police and Criminal Evidence Act (PACE) are protected. A suitable parent/carer or trained appropriate adult is involved unless police direct otherwise under lawful powers. A member of school staff acts as appropriate adult only if suitable, trained, conflict-free and able to fulfil the role; the decision and advice received are recorded.

Headteacher

The Headteacher ensures that this policy is implemented day to day; adequate safeguarding capacity and DSL cover are maintained; safer recruitment and the single central record are compliant; children can express their views; referrals and allegations are managed correctly; and safeguarding requirements extend to alternative provision, contractors, lettings, trips, sport, transport and remote education. The Headteacher is case manager for allegations against staff unless the allegation concerns the Headteacher.

Proprietor and Safeguarding Proprietor

Lynne Duffy, as Proprietor and Safeguarding Proprietor, has overall accountability for statutory compliance and a whole-school safeguarding culture. She approves and reviews this policy; ensures the DSL has suitable status and resources; scrutinises training, recruitment, allegations, attendance, alternative provision, premises, online safety, filtering and monitoring; receives assurance and evidence; and ensures deficiencies are remedied without delay. Where an allegation concerns the Headteacher, due to the dual role, the advice will be to go straight to the Local Authority Desingated Officer (LADO).

Safeguarding scrutiny includes discussion with the DSL at least termly and more frequently where needed, an annual safeguarding report, sampling of anonymised records, child and staff voice, review of trends and confirmation that actions have been completed. Approval and review are recorded in the proprietor's formal records.

Training, induction and safeguarding culture

All staff, including those who do not work directly with children, read and understand Part One of KCSIE 2026. Leaders and staff who need the additional information for their role also read Annex A; DSLs and deputies read and work to Annex B. The Proprietor understands Part Two. Required reading is reissued when guidance changes and staff confirm completion and understanding.

New and temporary staff, agency staff, contractors, volunteers and regular visitors receive safeguarding induction appropriate to their role before or as soon as they begin. It covers this policy, the identities and contact details of the DSL team, reporting and emergency routes, CPOMS and the paper contingency process, online safety, behaviour, staff conduct, allegations and low-level concerns, whistleblowing, attendance, Prevent, confidentiality and site-specific risks. Occasional visitors receive a clear safeguarding briefing and remain appropriately supervised.

All staff receive safeguarding and child protection training at induction and at least annually, with regular updates throughout the year. DSLs and deputies undertake role training every year and refresh their knowledge and skills regularly. Training reflects the needs of Gloverspiece children and includes SEND/communication barriers, child-on-child abuse, sexual violence and harassment, harmful sexual behaviour, domestic abuse, exploitation, serious violence, mental health, online harms, generative AI, deepfakes, nudification, financial exploitation, modern slavery, Prevent, FGM and local referral thresholds. Understanding is checked rather than assumed.

Recognising abuse, neglect and exploitation

Staff must be alert to physical, emotional and sexual abuse and neglect, and to overlapping harms inside and outside the home and online. Further indicators are set out in Appendices 1 and 2. Concerns may include child sexual or criminal exploitation; county lines; serious violence and weapons; trafficking and modern slavery; financial exploitation; domestic abuse; child-to-parent or caregiver abuse; so-called honour-based abuse, FGM and forced marriage; radicalisation; fabricated or induced illness; homelessness; bullying; discriminatory abuse; and abuse linked to faith or belief.

Vulnerability may be increased for children with SEND, health conditions, mental health needs, a social worker, caring responsibilities, looked-after or previously looked-after status, unsettled immigration status, homelessness, disrupted education, repeated absence or suspension, alternative provision, gender-related distress, or experiences of discrimination. These factors must never reduce expectations for safety or educational outcomes.

Contextual safeguarding and extra-familial harm

Assessment considers where, how and with whom harm occurs, including peer groups, neighbourhoods, transport, parks, online spaces, alternative provision and places connected to exploitation. The DSL shares relevant contextual information with agencies and works with children and families on safety planning without placing responsibility for abuse on the child.

Responding to a concern or disclosure

If a child discloses, staff listen calmly, take the child seriously, avoid leading questions, do not investigate, do not promise secrecy and explain that information will be shared only with people who need to help. Staff use the child's own words, record questions asked, note presentation and context, and reassure the child that they have done the right thing. The child's immediate safety and any need for medical help are addressed first.

Recording concerns: CPOMS and paper contingency

From September 2026 CPOMS is Gloverspiece's primary safeguarding recording system. Every concern, disclosure, observation, injury, attendance concern, action, decision, consultation, referral and outcome must be recorded promptly in the correct child's chronology. Records must be factual, timed and dated, identify the author, distinguish fact from professional opinion, include the child's voice and communication method, and explain decisions and reasons.

The existing paper cause-for-concern form is retained as the formal contingency where a staff member cannot access CPOMS or there is no internet connection. The member of staff must complete and sign the form immediately, mark any urgent risk clearly and hand it directly to a DSL or Deputy DSL without waiting for access to be restored. The receiving DSL records the time received and action taken, stores the paper securely, and ensures the information is uploaded to CPOMS as soon as access is restored. The uploaded entry must state that it was transcribed from a paper contingency form; the original is retained securely in accordance with the school's record-retention arrangements and must not create an unmanaged parallel file.

A staff member who cannot find a DSL must contact another trained deputy, the Headteacher or children's social care/police directly. Verbal reporting does not replace a written record, and entering a concern on CPOMS does not replace urgent personal contact with a DSL. The DSL team reviews new CPOMS entries each working day and undertakes a documented thematic and quality review at least weekly.

DSL decision-making and escalation

The DSL considers immediate danger, the child's wishes, cumulative and contextual risk, previous history, siblings and other children, parental involvement, medical needs, crime, information-sharing and the Worcestershire Levels of Need. The outcome and rationale are recorded. If staff remain concerned that action has not protected a child, they escalate to another DSL, the Headteacher, Proprietor, Family Front Door or safeguarding partners and use local professional-challenge procedures. Concerns are followed through to a clear outcome.

Family Help, statutory intervention and referrals

Gloverspiece provides and coordinates support as soon as needs emerge. Universal and community-based early support may meet lower-level needs. Where a coordinated, multi-agency response is required, the DSL seeks targeted Family Help in accordance with Worcestershire arrangements, normally with informed family consent. Consent is not required to share information where there is a safeguarding reason, and lack of consent must not delay protection.

1. **Level 1 –** universal services: ordinarily met through school and community provision.
2. **Level 2 –** additional needs: early support or coordinated Family Help may be required.
3. **Level 3 –** complex needs: a statutory child-in-need assessment under section 17 of the Children Act 1989 may be required.
4. **Level 4 –** acute risk: immediate referral for child-protection enquiries under section 47 and/or police action.

The Family Front Door is contacted on 01905 822666; out of hours, the Emergency Duty Team is contacted on 01905 768020. Call 999 where a child is in immediate danger or urgent police/medical assistance is required. The DSL confirms written referrals within the required local timescale, follows up if no response is received within one working day, records the response and challenges decisions where risk remains.

For child exploitation, criminal exploitation, county lines or serious extra-familial harm, the DSL uses the Worcestershire GET SAFE pathway alongside children's social care and police. Where a crime may have been committed, staff preserve evidence and follow the NPCC 'When to call the police' guidance.

Parents and carers

Gloverspiece works openly and respectfully with parents and carers and usually tells them about concerns and referrals. Information may be withheld or contact delayed where doing so could place a child or another person at increased risk, prejudice a police or social care investigation, lead to evidence being destroyed or be otherwise contrary to the child's best interests. The decision and reasons are recorded and, where appropriate, agreed with children's social care or police.

Child-on-child abuse, harassment and violence

Child-on-child abuse is unacceptable, preventable and never dismissed as 'banter', 'just having a laugh', 'part of growing up' or an inevitable part of relationships. It can occur between two children or in groups, inside or outside school and online, and may affect any child. It includes bullying and discriminatory abuse; abuse in intimate relationships; physical abuse; initiation or hazing; sexual violence; sexual harassment; harmful sexual behaviour; upskirting; consensual and non-consensual sharing of nude or semi-nude images; image-based abuse; sextortion; and AI-generated or digitally altered sexualised imagery.

Staff respond to the child who may have been harmed and to the child alleged to have caused harm as children with safeguarding and support needs. The DSL completes an immediate risk and needs assessment covering the children directly involved, siblings, peers, staff, locations and online environments. Safety plans, supervision, timetable/site changes and education are proportionate and avoid burdening or isolating the child who has reported harm. Police and children's social care are consulted where thresholds may be met.

Sexual violence, sexual harassment and harmful sexual behaviour

Reports are managed in accordance with Part Five of KCSIE 2026. The DSL considers the Hackett continuum in Appendix 6, age and developmental stage, consent, power imbalance, coercion, repetition, vulnerability, SEND, impact and context. The wishes of the child who reports are considered, but the school may need to act to protect them or others. Both children receive appropriate pastoral, therapeutic and educational support and ongoing review. Disciplinary action is considered separately from safeguarding action.

Nude and semi-nude images, AI and digital evidence

Every incident involving nude or semi-nude imagery, including AI-generated images, deepfakes, nudification tools or a threat to create or share an image, receives a safeguarding response and is reported immediately to the DSL. Staff do not view an image unless the DSL decides this is unavoidable for safeguarding reasons; never print, copy, forward, share or save it to a personal device; and do not ask a child to send or download it. Devices are secured without searching beyond the school's lawful authority. The DSL follows UKCIS guidance, considers police/social care referral and records decisions without attaching illegal imagery to CPOMS.

Parents and carers are normally involved unless this would create additional risk. The DSL records, monitors and reviews support and informs the Proprietor through anonymised trend reporting. Education challenges misogyny, incel-related narratives, sexualised bullying, coercion and harmful online cultures.

Domestic abuse, Operation Encompass and MARAC

Children can be victims of domestic abuse when they see, hear or experience its effects, including coercive control, and this may have a serious and lasting impact. Staff report indicators or disclosures to the DSL. The school responds to Operation Encompass notifications from police, provides discreet support before the child begins the school day and records the notification securely. The DSL liaises with children's social care, police and domestic-abuse services and contributes to MARAC processes where appropriate. Information is shared only with staff who need it to support safety and wellbeing.

Exploitation, serious violence, trafficking and modern slavery

Staff are alert to unexplained money or gifts, debt, missing episodes, changed peer groups, multiple phones, travel, fear, coercion, injuries, weapons, substance misuse, decline in attendance, older associates, hotel or short-term accommodation use and online recruitment. Exploitation can occur even where activity appears consensual and may include sexual, criminal, labour or financial exploitation, county lines, trafficking and modern slavery. A child cannot consent to their exploitation.

A weapon or credible threat requires an immediate dynamic risk assessment, action to protect children and staff, and police contact where necessary. Staff do not undertake unsafe searches or place themselves at risk. The DSL uses GET SAFE and statutory referral pathways, considers siblings and peers, preserves evidence and works with agencies on disruption and safety planning.

Mental health, wellbeing and suicide/self-harm risk

All staff should recognise that mental health difficulties may be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation. Staff do not diagnose. Changes in mood, behaviour, communication, sleep, eating, attendance, self-care, relationships, risk-taking, self-harm, hopelessness or suicidal thinking are reported to the DSL and relevant pastoral/mental-health leads. Safeguarding and mental-health responses run alongside each other.

Where there is immediate risk to life or serious harm, call 999 or attend Accident and Emergency and do not leave the child alone. For urgent mental-health advice use NHS 111 and select the mental-health option or follow the current local crisis route. The DSL works with parents, health services, children's social care and the child to create and review a proportionate safety/support plan, taking account of SEND and communication needs.

Online safety, filtering and monitoring

Online safety is integrated into safeguarding, curriculum, behaviour, staff conduct and technology decisions. Gloverspiece addresses content, contact, conduct and commerce risks, including grooming, abuse, misinformation, extremist content, fraud, financial exploitation, cyberbullying, sexual imagery, live-streaming, gaming, generative AI, deepfakes, nudification, AI companions and tools that may expose personal or confidential information. Children receive age- and developmentally appropriate digital-resilience education and routes to report concerns.

Appropriate filtering and monitoring systems are applied to school networks and devices without unreasonably restricting learning or preventing staff from recognising harm. Roles are clear: the Proprietor provides strategic oversight; the DSL leads safeguarding requirements; Scarlett Seymour coordinates online-safety education and practice; the designated SLT technology lead and technical support implement and test controls. Alerts are reviewed by trained staff and safeguarding concerns are recorded on CPOMS.

At least annually, and after a significant incident or technology change, the SLT lead, DSL and technical support conduct and record a filtering and monitoring review covering all school-owned devices, user groups, networks, locations and remote routes. The review tests effectiveness, escalation, alert handling, unmet needs, privacy and access controls. Evidence, actions and completion dates are retained and assurance is reported to the Proprietor. Staff report over-blocking, under-blocking or unsafe technology immediately.

Mobile phones, cameras and personal devices

Gloverspiece is mobile-phone-free for pupils by default throughout the school day, including lessons, breaks and lunch. Any exception must be authorised by the Headteacher for a specific medical, SEND, safeguarding, transport or other exceptional need, documented in a risk assessment and accompanied by clear storage and use arrangements. Unauthorised devices are managed in line with the behaviour and online-safety policies.

Staff do not use personal phones or cameras to photograph or record children. Only authorised school equipment and approved systems may be used, and images are stored, shared and deleted in line with consent, data-protection and retention arrangements. Personal devices remain stored away from children except where an authorised risk-assessed activity, lone-working or emergency arrangement requires access.

In EYFS classrooms and areas used by children, personal mobile phones are not used. Phones are stored in the designated phone box in the kitchen; the manager's or deputy's operational phone is secured in the office. Smart watches and other wearable devices capable of recording, messaging or internet access are not used around children. On trips, an authorised school or designated emergency phone is used under the visit risk assessment.

Teaching safeguarding and respectful relationships

Safeguarding is taught through a planned, sequenced and inclusive curriculum, PSHE/RSHE, online-safety education, assemblies, individual work and the everyday culture of the school. Content is age-, development- and SEND-appropriate and includes healthy and respectful relationships, consent, boundaries, body safety, harassment, discrimination, online behaviour, misinformation, AI and image manipulation, financial safety, exploitation, domestic abuse, help-seeking and how to report concerns. Teaching does not imply that a child is responsible for preventing abuse.

Children questioning gender

A child questioning their gender may be vulnerable to bullying, distress or exploitation and receives calm, respectful, individual support. Staff do not diagnose, promote a particular outcome or make informal changes to name, pronouns, uniform, facilities or records without leadership oversight. The DSL and SENCO consider safeguarding, SEND, mental health, equality and human-rights factors; listen to the child; involve parents as a priority unless this would create a risk of significant harm; document decisions and reasons; and review the child's best interests and safety. Any use of alternative private facilities is risk assessed and does not remove the school's duty to provide legally compliant sex-separated facilities.

Attendance, children missing education and elective home education

Repeated or prolonged absence, unexplained absence, missing episodes, lateness, part-time timetables, repeated suspension, removal from lessons or disrupted alternative provision may signal abuse, neglect, exploitation or mental-health difficulty. Attendance information is considered alongside safeguarding records, siblings and contextual information. First-day and escalation procedures are followed, home welfare and agency checks are considered, and the local authority and police are involved where required.

Gloverspiece seeks at least two emergency contacts for every child where reasonably possible and keeps details under review. Statutory admission/deletion returns are made and joint reasonable enquiries are undertaken with the local authority before a child is removed from roll. A parental decision to electively home educate is considered in the child's wider context; concerns are shared with the local authority and children's social care where necessary. Home education must not be used to avoid safeguarding scrutiny or attendance action.

Children with additional vulnerabilities

The DSL, SENCO, designated teacher, attendance lead, medical staff and Nurture Team share relevant information and coordinate support for children with SEND or health conditions, young carers, children with a social worker, looked-after or previously looked-after children, children in kinship care, children experiencing homelessness, children new to the country and children receiving alternative provision. High aspirations and access to education are maintained; safeguarding needs are not treated as solely behavioural, medical or special educational.

The child's communication passport, care plan, personal emergency evacuation plan, risk assessment, intimate-care plan and other relevant plans are aligned where appropriate. Staff consider whether adults or peers may exploit a child's dependency, isolation, communication differences or desire for friendship. The child's views are obtained using their preferred communication method.

EYFS safeguarding and welfare

All children in the EYFS are covered by this policy and the current EYFS statutory framework. Gloverspiece maintains appropriate staffing ratios and qualifications, paediatric first-aid cover, safe supervision, key-person arrangements, safer recruitment, disqualification checks where applicable, medication and first-aid records, hygienic food and infection-control practice, secure collection arrangements and suitable risk assessment for indoor, outdoor, animal/farm and off-site activity.

Intimate care preserves privacy, dignity and safety and follows the child's agreed plan. Any unexplained injury, change in behaviour, allegation, concern during personal care or breach of mobile/camera arrangements is reported immediately. The DSL team ensures EYFS staff receive induction and training suitable to the age, development and communication needs of the children.

Safer recruitment and suitability

Gloverspiece follows Part Three of KCSIE 2026 and its Safer Recruitment Policy. At least one appropriately trained person participates in recruitment. Identity, right to work, employment history, references, qualifications, health, DBS barred-list status, overseas information and prohibition or restriction checks are completed as required and recorded on the single central record. Online searches are considered for shortlisted candidates as part of due diligence, with candidates informed. Teacher status and prohibition information is checked using 'Check a teacher's record' where applicable.

Checks and written assurances for agency, supply, contractor, volunteer, trainee-teacher, work-experience and alternative-provision staff are proportionate to the role and current regulated-activity requirements. The school does not rely on the former supervision exemption when deciding whether activity is regulated. Risk assessments for volunteers and work experience are recorded and reviewed. Staff changes notified by providers trigger fresh assurance and any required checks before access to children.

Where a person is removed from regulated activity because they harmed or posed a risk of harm to a child, or would have been removed had they not left, the school makes a referral to DBS and, for teachers, considers referral to the Teaching Regulation Agency. The duty applies to volunteers where the statutory criteria are met. Compromise agreements do not prevent required referrals.

Allegations and low-level concerns about adults

Any allegation that a member of staff, supply worker, contractor, volunteer, trainee teacher or other adult has harmed a child, may have harmed a child, may have committed a criminal offence against or related to a child, may pose a risk of harm, or may be unsuitable to work with children is reported immediately to the Headteacher. The Headteacher contacts the LADO before investigating. If the concern is about the Headteacher it is reported directly to the LADO and the DSL. Police and children's social care are contacted as required.

Supply agencies and employing organisations are involved, but Gloverspiece remains responsible for ensuring concerns are managed and children are safe. Suspension is a neutral act considered only where proportionate and alternatives are not sufficient. Confidentiality, support, records, references, learning lessons and statutory referrals follow KCSIE 2026.

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the staff code of conduct, including conduct outside work, but the harm threshold is not met or is uncertain. It is reported promptly to the Headteacher; concerns about the Headteacher go to the Proprietor. Records are confidential, reviewed for patterns and retained in accordance with school arrangements. Staff may self-refer. Whistleblowing and NSPCC reporting routes remain available where internal reporting is not appropriate or has not resolved risk.

Information sharing, confidentiality and record transfer

Safeguarding information is shared lawfully, proportionately, securely and on a need-to-know basis. Data-protection law is not a barrier to sharing information to protect a child. Staff consider purpose, relevance, accuracy, necessity, security, timeliness and the risk of sharing or not sharing, and record decisions and reasons. Consent is sought where appropriate but is not required where a lawful safeguarding basis applies.

When a child transfers, the DSL sends the child-protection file securely and separately from the main pupil file within five school days, or within the shorter locally agreed time where possible. It includes a structured summary that distinguishes current risk and action from historic information. Receipt is obtained. A trained safeguarding person at the receiving setting reviews the file promptly and shares relevant information with the SENCO and others who need it. Urgent information is shared before transfer where necessary.

If the school is informed that a child is placed in temporary accommodation, the DSL records the information, reviews safety, attendance, transport and support, and notifies or liaises with the relevant local authority services in accordance with current statutory arrangements.

Premises, visitors, lettings, sport and physical activity

Gloverspiece maintains secure entry, signing-in, identification, supervision and collection arrangements. Visitors receive safeguarding information and are supervised according to risk. Contractors and organisations using the premises provide appropriate safeguarding policies and assurances; agreements allow the school to terminate use where safeguarding requirements are not met. Concerns arising from activities on the premises are reported to the DSL and relevant authorities.

Toilet and changing provision is maintained in accordance with the Independent School Standards and KCSIE 2026: toilets are separated by biological sex for pupils aged eight and over unless a room is for one pupil at a time and can be secured from inside; changing accommodation for pupils aged eleven and over is separated by sex. Suitable private alternatives are provided where needed. Decisions and risk assessments are recorded and reviewed.

Safeguarding standards apply to PE, sport, coaching, competitions, changing, transport and off-site clubs. Coaches and providers are checked and supervised as required, physical contact is necessary and appropriate, one-to-one situations are risk assessed, and photography/filming follows school rules. Children have a clear route to report concerns.

Reasonable force and restrictive intervention

Reasonable force is used only where lawful, necessary and proportionate and in line with the school's behaviour and positive-handling arrangements. It is never used as punishment. Staff consider SEND, trauma, medical needs and communication, seek de-escalation, summon assistance, record incidents, inform parents unless unsafe, check for injury and welfare, and review patterns and plans. Any concern that force was excessive or abusive is treated as a safeguarding concern.

Alternative provision

Gloverspiece retains safeguarding responsibility for every child placed in alternative provision. Before placement, the school completes and records suitability and safeguarding checks, including the provider's legal status, policies, staffing and checks, curriculum, health and safety, exact teaching address and any satellite sites. The provider must notify Gloverspiece before relevant staff or site changes; fresh assurance is obtained before the change affects the child.

The school shares necessary safeguarding, SEND, medical and risk information securely; agrees daily attendance and immediate absence reporting; hears the child's voice; and maintains contact with the child, family and provider. Attendance, safety, welfare, educational progress, site/staff changes and whether the placement continues to meet need are reviewed and recorded at least half-termly, and immediately after any concern. Any setting that cannot demonstrate safe practice is not used or the placement is ended safely.

Prevent duty and visiting speakers

Gloverspiece assesses the risk of children being drawn into terrorism and builds resilience through a safe curriculum and respectful discussion. Staff report concerns to the DSL, who may seek advice or refer to Channel. Emergency or criminal concerns are reported to police. Internet controls, visiting speakers and off-site activities are managed proportionately without undermining lawful expression.

Visiting speakers are approved in advance, identity and content are checked proportionately, and supervision and recording arrangements are risk assessed. The school does not permit material that promotes terrorism, hatred, unlawful discrimination or harm.

Whistleblowing

Staff who have concerns about unsafe practice, failures in safeguarding systems or the conduct of leaders must use the Whistleblowing Policy. They may contact the LADO, children's social care, police, ISI or the NSPCC whistleblowing advice line where appropriate. No member of staff should suffer detriment for raising a genuine safeguarding concern in good faith.

Monitoring and review

The DSL team monitors safeguarding daily and reports significant matters immediately. Formal monitoring includes at least weekly CPOMS quality/theme review; regular leadership review of attendance, child-on-child incidents, allegations, low-level concerns and vulnerable cohorts; at least termly safeguarding scrutiny with the Proprietor; half-termly alternative-provision checks; annual contextual-risk and filtering/monitoring reviews; and an annual policy, training, premises and safeguarding audit. Child, parent and staff voice are included. Actions have named owners and completion dates and are followed through.

This policy is reviewed at least annually and sooner after a safeguarding incident, statutory or local change, audit finding or identified weakness. A serious incident, near miss or substantiated allegation prompts a lessons-learned review that considers culture, policy, training, supervision, technology, premises and multi-agency working.

Related policies and sources

1. Staff Code of Conduct; Safer Recruitment; Allegations and Low-Level Concerns; Whistleblowing; Behaviour; Anti-Bullying; Attendance; Online Safety and Acceptable Use; Data Protection; Health and Safety; First Aid and Medication; Intimate Care; SEND; Educational Visits; Alternative Provision; Prevent; Complaints; and EYFS procedures.
2. Keeping Children Safe in Education 2026: gov.uk/government/publications/keeping-children-safe-in-education--2
3. Working Together to Safeguard Children 2026: gov.uk/government/publications/working-together-to-safeguard-children--2
4. Worcestershire safeguarding and GET SAFE arrangements: worcestershire.gov.uk

Appendix 1: Other types of abuse

Child abduction and community safety incidents: child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. The most common form of abduction is by a parent or family member and often occurs in the wake of an acrimonious separation or divorce where there is a dispute over custody arrangements. Abduction by strangers is much rarer. There are a variety of reasons why strangers abduct children, including:

1. Sexual interest in the child by the offender
2. Offender's desire to control, dominate, and cause harm to the child and /or a child's family
3. Emotional/mental health issues
4. Financial motives where the abductor intends to profit from the abduction by demanding a ransom or by trafficking the child (see sections on child sex exploitation, child criminal exploitation and modern slaver below)

Other community safety incidents in the vicinity of a School can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Children absent and/or missing from education: All children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education can act as a vital warning sign of a range of safeguarding possibilities. These include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation (FGM), 'honour'-based abuse or risk of forced marriage.

The school will report to the Local Authority instances of unexplainable and/or persistent absence or a student being removed from the School roll under the circumstances outlined in KCSIE. In cases where a student has a prolonged period of authorised absence for a reason such as long-term illness, Gloverspiece will be proactive in terms of providing support to both the parents and the student.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): Both CCE and CSE are forms of abuse that occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18. This may be done: (a) in exchange for something the victim needs or wants (for example, food, drugs, alcohol money or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or (c) through violence or threat of violence. An imbalance of power is commonly associated with age difference, but it can also be due to a range of other factors including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic and other resources.

Perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who

themselves may be experiencing exploitation. More detailed definitions of CCE and CSE are given below:

1. **CSE** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or the threat of violence. The victim (male or female) may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. It can include both contact (penetrative and nonpenetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
2. **CCE** is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or being forced or manipulated into threatening/committing serious violence to others.
3. **County lines:** "County lines" is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered (via the National Referral Mechanism) alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.
4. **Children and the court system:** Children are sometimes required to give evidence either as witnesses in the criminal courts or as part of family court procedure. This can be stressful and may reflect existing conflict and difficulties in the family. Staff members should be aware that any child who is involved in the court process may be at risk of a particular safeguarding issue. The Ministry of Justice has produced age appropriate guides for children who may have to give evidence in the criminal courts.

5. **Children with family members in prison:** Children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders provides information designed to support professionals working with offenders and their children to help mitigate the negative consequences for those children.

6. **Cybercrime**. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:
    1. Unauthorised access to computers (illegal 'hacking') ○ Denial of Service (DoS) or Distributed Denial of Service (DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
    2. Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence

    Children with skill and an interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring them to the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

7. **Domestic abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents involving physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour, economic abuse; psychological, emotional or other abuse and includes where they see, hear or experience its effects. For the definition to apply, both parties must be aged 16 or over and personally connected. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background. Domestic violence can take place inside or outside the home.

    All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

    When young people experience domestic abuse within their own intimate relationships, this is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under

18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators offered support.

8. **Serious violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

9. **Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The DSL and deputies are aware of contact details and referral routes into the Local housing Authority so that they can raise /progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property. In most cases staff will be considering homelessness in the context of children who live with their families and intervention will be on that basis. on the student's circumstances.

10. **Honour-based abuse (HBA).** So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse, are illegal in the UK (regardless of the motivation) and should be handled and escalated as such.

11. **FGM:** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

12. All staff must be aware of the law requiring teachers to report cases to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the teacher who becomes aware of the case, not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

13. **Forced marriage**: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free

consent is where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Since February 2023 it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

14. **Modern slavery:** Modern slavery encompasses human trafficking and slavery, servitude, forced or compulsory labour. Exploitation can take many forms, including, sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal or organs. The modern slavery statutory guidance provides more information on how to identify and support victims.

Radicalisation and extremism

Radicalisation is the process through which a person comes to support terrorism or extremist ideologies associated with terrorist groups. Extremism may involve promoting or advancing violence, hatred or intolerance in ways that negate the rights and freedoms of others, undermine or seek to overturn democratic rights and institutions, or deliberately create an environment in which such outcomes can occur. Staff use the current Prevent Duty and Channel guidance rather than relying on a checklist or a single indicator.

Possible indicators include significant changes in behaviour, relationships or online activity; isolation; fixation on grievance or conspiracy narratives; dehumanising or discriminatory language; glorification of violence; possession or sharing of extremist material; and attempts to recruit or influence others. These signs may have other explanations, so staff report concerns to the DSL for a proportionate contextual assessment.

The DSL may seek advice or make a referral to Channel, a voluntary multi-agency safeguarding programme, and contacts police where a crime or immediate risk is suspected. Children are supported through respectful discussion, trusted relationships and an inclusive curriculum that develops critical thinking and resilience.

Sharing nudes and semi-nudes, AI-generated imagery and sextortion

This includes real, altered or wholly synthetic nude or semi-nude images, videos or live streams involving a person under 18; deepfakes; nudification; sexualised AI output; image-based abuse; and threats or blackmail connected with creating or sharing imagery. Every incident receives a safeguarding response and is reported immediately and directly to the DSL, even where imagery was generated without photographing a real child.

Staff do not ask to see or receive imagery and do not print, copy, forward, share, download or save it. They do not conduct an investigation or attach imagery to CPOMS. If an image appears unexpectedly, they close or minimise it, preserve the device and context without further searching, and seek DSL advice. The DSL follows current UKCIS guidance, considers immediate safety, coercion, blackmail, age/development, SEND, wider sharing, police and children's social care, and records decisions and reasons in words only.

Parents and carers are normally involved unless this would increase risk. Children receive support to report content to the platform, police/CEOP or Internet Watch Foundation as appropriate and may use Childline's Report Remove service. Devices and evidence are handled only within lawful school powers and police advice. The child alleged to have created or shared imagery is also considered as a child with possible safeguarding needs.

All incidents, actions, support and outcomes are recorded and reviewed. No copy of illegal imagery is retained in the safeguarding record.

Appendix 2: Further information on signs of abuse

Physical abuse

Physical signs	Behavioural signs
1. Unexplained bruises and welts on the face, throat, arms, buttocks, thighs or lower back in unusual patterns/shapes suggesting use of an instrument 2. Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks 3. Scald marks: immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks, which may suggest hot water has been thrown over a child 4. Human bite marks 5. Broken bones	1. Behavioural extremes (withdrawal, aggression or depression) 2. Unbelievable or inconsistent explanations of injuries 3. Fear of parents being contacted 4. Flinching when approached or touched 5. Truancy or running away from home

Emotional abuse

Physical signs	Behavioural signs
1. Eating disorders, including obesity or anorexia 2. Speech disorders (stammering) 3. Nervous disorders (rashes, hives, facial tics, stomach aches)	1. Fear of parent being approached 2. Fear of making mistakes 3. Developmental delay in terms of emotional progress 4. Cruel behaviour towards children, adults or animals 5. Self-harm 6. Behavioural extremes, such as overly compliant/demanding, withdrawn/aggressive, listless/excitable

Sexual abuse

Physical signs	Behavioural signs
1. Torn, stained or bloody underclothes 2. Pain or itching in genital area 3. Bruises or bleeding near genital area or anus 4. Sexually transmitted infections 5. Pregnancy 6. Discomfort when walking or sitting down	1. Self-harm 2. Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level 3. Sudden or unexplained changes in behaviour 4. Avoiding of undressing or wearing extra layers clothing 5. Truancy 6. Regressive behaviours (bed-wetting or fear of dark)

Neglect

Physical signs	Behavioural signs
1. Height and weight significantly below age level 2. Poor hygiene (lice, body odour etc) 3. Inappropriate clothing for weather conditions 4. Indicators of prolonged exposure to the elements 5. (sunburn, chapped extremities, insect bites) 6. Constant hunger, sometimes stealing food from others	1. Erratic attendance at School 2. Chronic hunger or tiredness 3. Having few friends 4. Assuming adult responsibilities

Child sexual exploitation

Physical signs	Behavioural signs
1. Tiredness or mood swings 2. Bruising 3. Sexually transmitted diseases 4. Pregnancy	1. Sudden decline in School performance, punctuality, attendance 2. In possession of expensive goods 3. Going to place they cannot afford 4. Age-inappropriate clothing 5. Inappropriate sexualised behaviour 6. Secretive 7. Deterioration in mental well-being 8. Mixing with older people 9. Misuse of drugs and alcohol

Grooming

Physical signs	Behavioural signs
● See section on sexual abuse	1. Spending increasingly prolonged time online 2. Having older boyfriends or girlfriends 3. Secretiveness about who they are talking to online and what sites they visit 4. Possession of electronic devices such as mobile phones or webcams that parents have not provided 5. Engaging less with their usual friends 6. Using sexual language that you would not expect them to know 7. Going to unusual places to meet people 8. Using drugs and/or alcohol 9. Going missing from home or School

Female genital mutilation

Physical signs	Behavioural signs
1. Difficulty walking, sitting or standing 2. Bladder or menstrual problems 3. Severe pain and bleeding 4. Infections such as tetanus, HIV and hepatitis B and C	1. Abroad for a prolonged period 2. Unusual behaviour after a period of absence 3. May talk of a 'special procedure' or 'special occasion to become a woman' 4. Spending longer periods in the bathroom 5. Reluctance to undergo normal medical examinations

Child criminal exploitation and county lines

Physical signs	Behavioural signs
1. See sections on physical and sexual abuse 2. Carrying weapons 3. Have been the victim or perpetrator of serious violence (eg knife crime) 4. Exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection 5. Found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity; owe a 'debt bond' to their exploiters 6. Have their bank accounts used to facilitate drug dealing	1. Self-harming 2. Persistently going absent from School or home and/or being found out of area 3. Deterioration in mental well-being 4. Unexplained acquisition of money, clothes or mobile phones 5. Excessive receipt of texts/phone calls and/or having multiple handsets 6. Relationships with controlling older individuals or groups 7. Significant decline in School performance 8. Gang association or isolation from peers or social networks 9. Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

Forced marriage

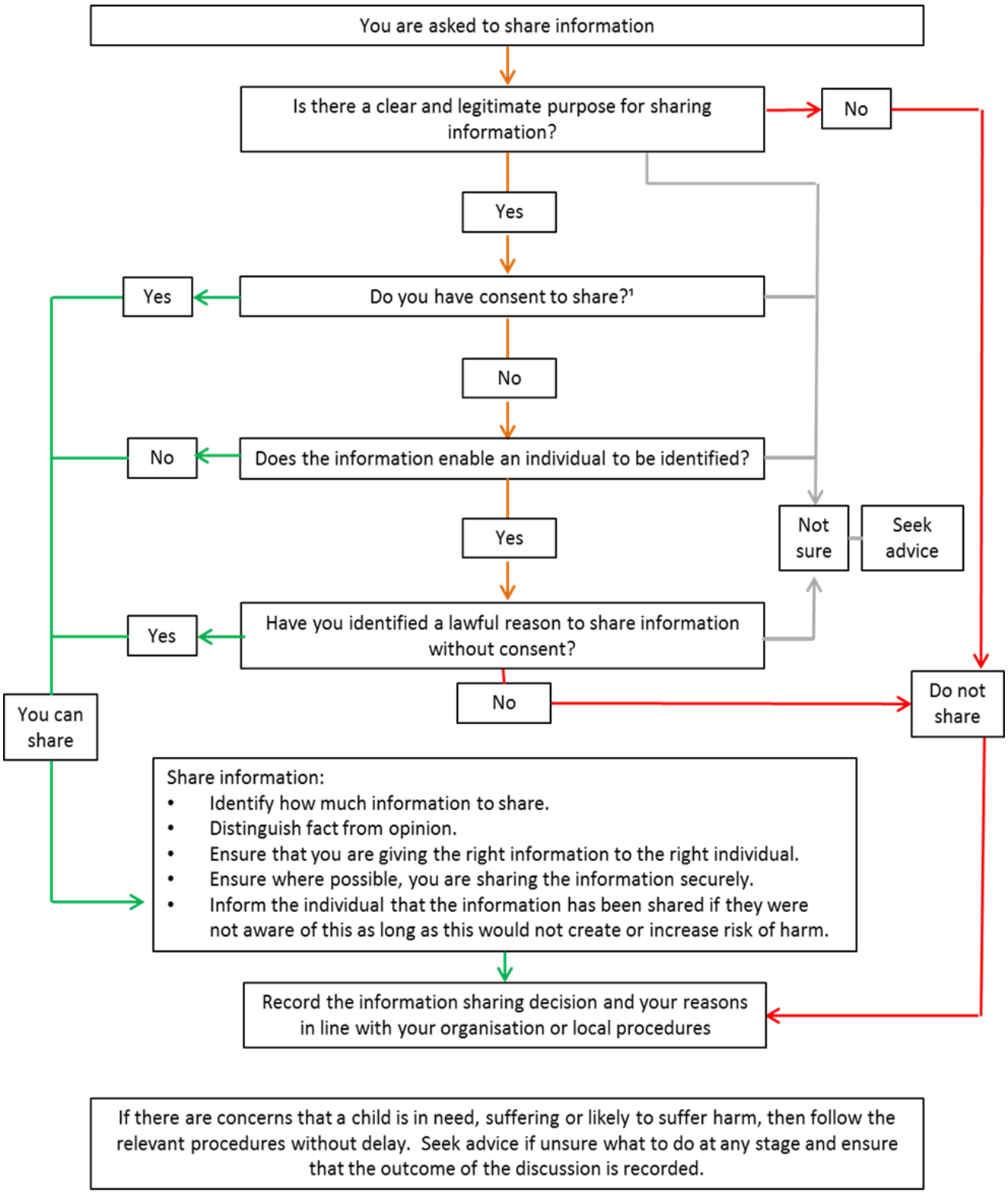
Physical signs	Behavioural signs
• Cut or shaved hair as a form of punishment for being disobedient	1. Absence from School 2. Failure to return from visit to country of origin 3. Self-harm or attempted suicide 4. Running away from home 5. Early marriage of siblings 6. Sudden announcement of engagement to a stranger

Physical signs	Behavioural signs
• Out of character changes in dress, behaviour, and peer relationships	1. Beginning to isolate themselves from family and friends 2. Showing sympathy for extremist causes 3. Glorifying violence 4. Legitimising the use of violence to defend ideology for a cause 5. Evidence of possessing illegal or extremist literature 6. A sudden disrespectful attitude towards others 7. Unwilling to engage with or being abusive to pupils who are different 8. Increased secretiveness, especially in relation to internet use eg changing online identity or having more than one online identity 9. Feeling persecuted 10. Embracing conspiracy theories 11. Unwillingness or inability to discuss their views 12. Increasingly judgemental or argumentative 13. Advocating extremist messages or encouraging violence, hatred or intolerance

Appendix 3: Action where there are concerns about a child (KCSIE 2026)

1. Recognise and respond: ensure immediate safety, listen, do not investigate and seek urgent medical or police help where required.
2. Report immediately: speak directly to a DSL or Deputy DSL. If none is available, contact the Headteacher or make a direct referral. Do not delay.
3. Record: enter the concern promptly on CPOMS. If CPOMS/internet is unavailable, complete the paper contingency form, hand it directly to a DSL and upload it when access is restored.
4. Assess: the DSL considers history, cumulative and contextual risk, the child's voice, siblings/peers, parental involvement, crime, immediate safety and Worcestershire Levels of Need.
5. Act: provide universal/early support, seek targeted Family Help, refer under section 17 or section 47, contact police/health/Channel/GET SAFE, or take another proportionate action.
6. Follow through: confirm referrals, obtain and record outcomes, challenge delay or disagreement, update the child's plan and share information with those who need it.
7. Review: monitor safety, attendance, wellbeing and effectiveness of support. Reassess and escalate whenever risk remains or new information emerges.

Appendix 4: Flowchart of when and how to share information



If there are concerns that a child is in need, suffering or likely to suffer harm, then follow the relevant procedures without delay. Seek advice if unsure what to do at any stage and ensure that the outcome of the discussion is recorded.

Appendix 5: Gloverspiece Designated Safeguarding Lead role description

This role description reflects Annex B of Keeping Children Safe in Education 2026. The DSL is a senior member of the leadership team with lead responsibility for safeguarding and child protection, including online safety and filtering and monitoring. The DSL has sufficient authority, time, funding, training, resources and support. Deputies are trained to the same standard; lead accountability is not delegated.

Availability and cover

1. Ensure a DSL or trained deputy is available whenever Gloverspiece is open and staff know the daily cover arrangement.
2. Maintain a reliable secure contact route for trips, alternative provision, remote work and out-of-hours activities.
3. Ensure absence never delays direct referral or emergency action.

Manage referrals and cases

1. Refer suspected abuse, neglect or exploitation to Worcestershire children's social care and support staff who refer directly.
2. Refer radicalisation concerns to Channel, crimes to police, and exploitation through GET SAFE as appropriate.
3. Work with the Headteacher/case manager, LADO, police and children's social care in allegations concerning adults.
4. Make or support required DBS and Teaching Regulation Agency referrals.

Work with children, families and agencies

1. Act as a source of support and expertise and a point of contact for safeguarding partners.
2. Promote supportive engagement with parents and carers unless doing so would increase risk.
3. Know the cohort of children who have or have had a social worker and work with teachers, the SENCO, designated teacher, attendance lead, Nurture Team, health and mental-health professionals to support safety and educational outcomes.
4. Listen to children, understand communication barriers and ensure wishes and feelings inform plans and reviews.

Information and records

1. Maintain complete, accurate, secure CPOMS chronologies, with a summary, actions, decisions, reasons and outcomes.
2. Operate the paper contingency process when CPOMS or internet access is unavailable and ensure prompt transcription and secure retention.
3. Share information lawfully and proportionately, documenting decisions, and transfer child-protection files securely within five school days with a structured current/historic summary and confirmation of receipt.

Awareness, training and improvement

1. Ensure all staff understand this policy, reporting routes and current statutory/local guidance.
2. Maintain role training at least every two years and regular updates, including online safety, AI, SEND, Family Help, exploitation and information sharing.
3. Lead the annual policy/contextual-risk review and contribute to annual filtering and monitoring review, training evaluation, audits, child voice and proprietor assurance.

Appendix 6: Hackett's Continuum of Sexual Behaviours

Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviours	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence which is physiologically and/ or sexually arousing to the perpetrator
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking, or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

Reference: Hackett, S (2010). Children, young people and sexual violence. In Barter, C and Berridge, D (eds) *Children behaving badly? Exploring peer violence between children and young people*. London: Blackwell Wiley.