

Child Protection and Safeguarding Policy Appendix



Hinguar Primary School

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| <i>Review date</i> | <i>September 2025</i> |
| <i>Reviewed by</i> | <i>Alison Waite</i> |
| <i>Next review date</i> | <i>September 2026</i> |

1 Academy statement

We follow all aspects of statutory safeguarding guidance outlined in the SECAT Trust Child Protection & Safeguarding Policy.

1.1 To achieve and maintain outstanding safeguarding practice, Hinguar Primary School and Nursery is committed to the wellbeing of each child through communicating our vision:

Together We Achieve

1.2 The academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly trained in recognising and reporting safeguarding issue.

2 Safeguarding personnel / key contacts

2.1 Staff contacts

Hinguar recognises its responsibilities for safeguarding children and protecting them from harm and understands the importance of trained DSLs.

| Role | Name | Contact |
|------------------------------------|--|--|
| Designated safeguarding lead (DSL) | Alison Waite (Headteacher) | AWaite@hinguar.secat.co.uk |
| Deputy DSL | Cat Attard (Deputy Headteacher/SENCo) | CAttard@hinguar.secat.co.uk |
| Deputy DSL | Sharon Wilson (Learning Mentor) | SWilson@hinguar.secat.co.uk |
| Looked After Children Lead | Cat Attard (Deputy Headteacher/SENCo) | CAttard@hinguar.secat.co.uk |

2.2 DSL

The DSL is a member of the senior leadership team and takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place at the Trust.

The DSL will also:

- Keep the DDSs informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.
- The full responsibilities of the DSL and deputies are set out in their job description.

3 Confidentiality

3.1 School confidentiality and data protection

It is important that confidentiality is upheld in regard to all safeguarding matters. The schools Data Protection Lead (DPL, Deputy Headteacher) ensures that all staff are appropriately trained in data protection and safeguarding expectations. The use of CPOMS, an online, secure system for reporting and recording all safeguarding information ensures that all documentation on any and all pupils is kept secure and confidential.

In summary:

Timely information sharing is essential to effective safeguarding.

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

4 Recognising Abuse and Taking Action

4.1 Staff, volunteers, trustees, and local Academy Committees must follow the procedures set out in school in the event of a safeguarding issue.

- Report the concern immediately to the DSL / Deputy DSL.
- Record all information, in detail, without opinion or bias via CPOMS.
- Not share/discuss the concern with any other staff members unless directed by the DSL as part of actions to support a child.

4.2 FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

4.3 Sharing of nudes and semi-nudes (sexting)

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery') you must report it to the DSL immediately.

You **must not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

4.4 Reporting Systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we have

- Worry Boxes are in place in each class for children to share concerns.
- Senior staff are on duty every lunchtime whom pupils can come and talk to.
- Key Contact posters are in every room in the school, with photos of DSLs / DDSLs.
- All staff are trained in the use of CPOMS to report and record concerns.

5 Pupils with Special Educational Needs, Disabilities or Health issues

5.1 We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group. Additional support is available for these pupils via:

- the SENCO and Learning Mentor.

- Worry boxes both in the classrooms and in the Learning Mentor room.
- Sensory room, safe spaces out of class, for pupils to talk and share.
- Use of visual stimulus support where necessary.
- Use of social stories and adapted resources to support pupils understanding and communication.

6 Looked-After and Previously Looked-After Children

6.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- There is a named designated teacher for supporting LAC/Post LAC pupils (School SENCo).
- This lead works alongside social services to ensure all pupils have appropriate support and that PEP / LAC reviews take place within appropriate time frames.
- The designated teacher also works alongside the DSL/DDSL's to ensure that any safeguarding concerns regarding these pupils are quickly and effectively responded to as well as ensuring that they are recorded and passed into the appropriate external services.
- The DSL has details of children's social workers and relevant virtual school heads.

7 Online safety and the use of mobile technology

7.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, we will educate pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Educate the whole school community on doxing, which is the action or process of searching for and publishing private or identifying information about a particular individual on the internet, typically with malicious intent

8 Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and

grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

8.1 We will treat any use of AI to access harmful content or bully pupils in line with the Trust's Safeguarding Policy and our Behaviour Annex. Risk assessments will also be carried out for any new AI tool being used. Our requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education 2025.

9 Pupils who are lesbian, gay, bisexual or gender questioning

Please note - the section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.

9.1 We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. Our behaviour policy has more detail on how we prevent bullying based on gender or sexuality.

9.2 LGBTQ+ children are more likely to experience poor mental health, and any concerns will be reported to the DSL.

- We will take a cautious approach when supporting a gender questioning pupil, as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as a complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).
- We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the pupil). We will also including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.
- Where children lack trusted adults with whom they can be open, risks can be compounded. We will therefore aim to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

For further details of how the school works to support safeguarding, safer recruitment, manage allegations of abuse, allegations against staff and low-level concerns, please see the SECAT Child Protection & Safeguarding Policy 2025.