

Safeguarding Policy 2025

Hempstalls Primary School

This policy is available on our website and is available on request. We inform parents and carers about this policy when their child(ren) join our setting.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance.

Keeping Children Safe in Education 2025

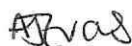
This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on Autumn Term . It is due for review on 1/9/2026/

Signature

Headteacher

Date:1/9/2025

Signature



Chair of Governors

Date: 23/09/2025

The minutes of the Governing body Autumn Term governors clearly demonstrate where this Policy has been developed with the staffing group using their expertise and knowledge.

Publication date: 1/9/2025 Renewal Date: 1/9/2026

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Early Years Foundation Stage (EYFS)

Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy Early years foundation stage (EYFS) statutory framework

Key Safeguarding Contacts

Role in school	Name	Date and Level of safeguarding training
Headteacher	Amy Bell	Level 1 – 01/09/2025 Level 2 – 03/03/2025
Designated Safeguarding Lead (DSL)	Amy Bell	Level 1 – 01/09/2025 Level 2 – 03/03/2025
Deputy Designated Safeguarding Lead (DDSL) Deputy Head	Julie Hemmings	Level 1 – 01/09/2025 Level 2- 05/02/25
Safeguarding Lead Home School Wellbeing and Support Liaison Officer	Eve Kirkham	Level 1– 01/09/2025 Level 3 – 07/01/2025
Safeguarding Lead Assistant Head/EYFS	Rebecca Mullock	Level 1 – 01/09/2025 Level 2- 12/10/2023
Safeguarding Lead Assistant Head/KS2 lead	Chloe Robertson	Level 1 – 01/09/2025 Level 2 – 12/03/2025
Safeguarding Lead SENCO/Teacher in KS1	Charlotte Price	Level 1 – 01/09/2025 Level 2 TBA
Nominated Governor for Safeguarding	Amanda Evans	Level 1 – 01/09/2025
Chair of Governors	Amanda Evans	Level 1 – 01/09/2025
Designated teacher for Looked After Children	Julie Hemmings	Level 1 – 01/09/2025
Prevent Lead	Amy Bell	Level 1 – 01/09/2025

Mental Health Lead	Julie Hemmings	May 2023 Level 1 – 01/09/2025
PHSE Lead	Sophie Barnett	Level 1 - 01/09/2025

1. Purpose and aims

The purpose of our Safeguarding policy at Hempstalls Primary School is to ensure that we:

- **Are committed** to developing a robust safeguarding culture of vigilance and challenge.
- **Build resilience** by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.
- **Establish a safe environment** in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.
- **Support vulnerable pupils** who have been abused, have witnessed violence towards others or may be vulnerable to abuse.
- **Prevent unsuitable people** from working with children by ensuring we practice safe recruitment in checking the suitability of **all** school staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025 by **knowing** and **understanding** that:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is evident.
 - **Everyone** who comes into contact with children and their families has a role to play.
 - **Everyone** should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child.
 - By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.
 - **No single practitioner** can have the full picture of a child's needs and circumstances.
 - If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.
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- The importance of providing children with a balanced curriculum including PHSE, healthy relationship education, online safety, sexting, child-on-child abuse as well as 'abuse outside the home'

(County Lines, Child Criminal Exploitation incl Child Sexual Exploitation and other contextualised safeguarding issues). Also supporting this with online activities, enabling children to enhance their safeguarding skills and knowledge whilst understanding the risks.

- Undertaking the role to enable children and young people at our school to have **best outcomes**.
- Ensuring that we have awareness of our staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our practice.

At Hempstalls Primary School our role is to:

- **Provide** help and support to meet the needs of children as soon as problems emerge
- **Protect** children from maltreatment, inside or outside the home, including online.
- **Prevent** impairment of our children's mental and physical health or development.
- **Ensure** that our children grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the best outcomes.

This policy provides guidance to **all** adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023

- This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our setting/school/college.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school/college. Our policy applies to **all** staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2025 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2025.

- The school follows the Staffordshire Safeguarding Children's Partnership policies and procedures. [StaffsSCP](#)

2. Our ethos and culture at Hempstalls Primary School

At Hempstalls Primary School, our children's welfare is of paramount importance to us, and we are a child centred setting. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences. This includes understanding that the child's presenting behaviours and observations by staff also form part of the child's voice.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or are being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

This does not prevent ALL staff from using professional curiosity and speaking to the DSL if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children, and we maintain a professional attitude of '***it could happen here***' where safeguarding is concerned. We expect **ALL** staff, governors, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused, neglected or exploited. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or

disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL/DDSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In KCSiE 2025 guidance, reference is made to alleged perpetrator and perpetrator, however we will try to avoid using these terms and instead we will refer to children and young people who have 'displayed' or 'instigated' particular behaviours. We will ensure that all children involved receive support.

We work closely with safeguarding partners and share the same goals, learn with and from each other, have what we need to help families, acknowledge and appreciate difference as well as challenging each other.

We acknowledge the four principles that as professionals we should follow when working with parents and carers:

- effective partnership and the importance of building strong, positive, trusting and co-operative relationships
- respectful, non-blaming, clear and inclusive verbal and non-verbal communication that is adapted to the needs of parents and carers
- empowering parents and carers to participate in decision making by equipping them with information, keeping them updated and directing them to further resources
- involving parents and carers in the design of processes and services that affect them.

We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the DSL and to signpost and seek further support as appropriate, this could take the form of clinical supervision. Education Support helpline - free and confidential emotional support for teachers and education staff

3. Legislation, guidance and links to other school policies

This policy has been devised with due regard for the statutory guidance from the DfE Keeping Children Safe in Education 2025 (KCSiE) and this document is read alongside:

- Working Together to Safeguard Children 2023

- Staffordshire Safeguarding Children Partnership Board Procedures
- What to do if you are Worried a Child is being Abused-Advice for Practitioners
- Behaviour in Schools - Advice for headteachers and school staff
- The following policies can be found on our school website
 - - Anti-Bullying Policy
 - -Behaviour Policy
 - - Child on child Abuse policy
 - - Online Safety
 - - Physical Intervention and restraint Policy

4. The role of all staff in keeping children safe

All staff have read and have a good understanding of **at least part 1** of Keeping Children Safe in Education 2025 and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 142 for further information and Filtering and Monitoring standards). This training takes place at induction and is regularly updated. In addition, **all** staff receive safeguarding and child protection (including online safety) updates via (briefings/newsletters) as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

All staff know who the DSL/DDSL is and understand that as well as being the expert in this field, they are there to support staff, volunteers, and the Governing body.

All staff are aware of their responsibility to provide a safe environment in which children can learn.

All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of our setting, inside and outside of home and online including contextualised safeguarding. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse, neglect and exploitation, to identify cases of children who may need our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL/DDSL, consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate

relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. This includes AI generated child sexual abuse material.

Guidance

AI Guidance

All staff are also mindful that disinformation, misinformation and conspiracy theories can be an online safety risk/concern.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the DSL/DDSL and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. They are aware of their statutory reporting responsibilities and duty in relation to FGM.

All staff know how to reassure children that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a child ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of how to make a referral to children's social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our setting and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.

5. Roles and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s)(DDSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping Children Safe in Education 2025](#).

Our DSL/DDSL(s) have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Our DDSL(s) are trained to the same level as the DSL. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working Together to Safeguard Children 2023](#).

This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. The DSL is given **additional** time, funding, training, resources, and support needed to carry out the role effectively. Attending DSL Briefings, networking with other DSLs and the trust Safeguarding lead (annual reviews) emails, and reading statutory guidance.

Our DSL takes the **lead responsibility** for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place, including requirements relating to the safe use and filtering of generative AI), and this is explicit in their job description.

Guidance:

[Filtering and monitoring standards for schools and colleges](#)

[Generative AI expectations](#)

[Plan technology for your setting](#)

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We will take appropriate action to meet the Cyber security standards for schools and colleges in order to improve our resilience to cyber-attacks.

Guidance:

[Cyber security standards for schools and colleges](#)

[Cyber Security Training for School staff](#)

[NEN](#)

During term time, the DSL/DDSL is available (during school hours) for staff in the school to discuss any safeguarding concerns. The DSL can delegate activities to the DDSL(s); however, the ultimate responsibility remains with them, and this lead responsibility is not delegated. In the absence of the DSL, the DDSL(s) will take a lead on safeguarding with clear direction from the

Senior Leadership Team. The DSL and DDSL can be contacted by phone call or email outside working hours for non emergency safeguarding.

The DSL acts as a source of support, advice, and expertise for staff. Risk assessments/safety plans will be completed as required and should, where appropriate, involve other agencies, these are reviewed regularly and shared appropriately.

Our DSL maintains robust systems to monitor and record training of **all** staff. Update and refresher time scales are evident within the training record. Training is delivered in-line with StaffsSCP and KCSIE 2025. This will include communicating/update staff regarding safeguarding i.e. bulletins, newsletters, briefings, inset day training etc

The DSL ensures that **all** staff and regular visitors have appropriate safeguarding training to equip them for their role in school. This includes training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. The DSL ensures systems are in place to induct new staff/governors and that they are robust and monitored and any non-compliance shared with Senior Leadership Team/Governing body.

The DSL monitors the safeguarding management system MyConcern to record concerns about children, ensuring that the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information are kept in-line with the Data Protection Act 2018 and General Data Protection.

The safeguarding and child protection records are kept in a secure location and away from academic records. There is a robust process of the transfer, both in and out, of these records and the clear recording of this.

When a parent chooses to remove their child/ren from school to receive EHE (Elective Home Education), the DSL will pass on any safeguarding concerns and the safeguarding file, if there is one, to the EHE Team (electivehomeeducation@staffordshire.gov.uk) within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL/DDSL monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular case supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate.

The DSL/DDSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals.

The DSL/DDSL understand the importance and need for attendance at Child Protection Case Conferences (both Initial and Review) and core group meetings as well as Child in Need meetings. The DSL/DDSL will represent education at these meetings and prior to conference, whether attending or not, **MUST** complete the Education Report prior to the Conference.

Any staff member may be required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

The DSL/DDSL will notify children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL/DDSL helps to promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for these children including supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make.

The DSL has a good understanding of the community the school serves, the risks and its resilience. We have strong community links and in regular communication with our PCSOs.

6. Our Governing Body

The Chair of Governors/CEO has attended training for dealing with safeguarding concerns or allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors. They have read and understand Part 4 of KCSiE relating to allegations that either meet (Section 1) or do not meet the harm threshold (Section 2 low-level concerns). Our Safeguarding Governor has at least one visit per term and informs LGB of findings from the visit.

At Hempstalls Primary School our Governing Body have a strategic leadership responsibility for safeguarding arrangements, and they **must** ensure that we comply with our duties under legislation. They **must** have regard to this guidance in ensuring policies, procedures and training are effective and always comply with the law. See Part 2 Keeping Children Safe in Education 2025. The Headteacher ensures that the policies and procedures, adopted by the governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

The Governing Body ensure that all staff, including governors and trustees, receive appropriate safeguarding and child protection training (including online which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.

This training will equip governors and trustees with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding and this training is regularly updated.