



Safeguarding & Child Protection Policy

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King David Safeguarding & Child Protection Policy is in line with the quality and standards expected from Birmingham City Council and will be monitored by the Governing Body. This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the *Governing Body*.

Date approved: 27/08/2026

Headteacher: Nina Capek

Date approved: 28/08/2026

Chair of Governors: Barry Henley

Safeguarding Link Governor: Yael Collins

Date of Last Review (to be used when policy is updated during the academic year in response to legislative/policy changes): 28/08/2026

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1. Safeguarding Policy Approach

A whole-school, child-centred approach is fundamental to all aspects of everyday life at our school. At King David we strive to create a culture which enables children to express their wishes and feelings and talk about anything that is important to them. We believe that every child deserves to receive an education within an environment where they feel safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

In practice this means we endorse the key principle that the welfare of a child is paramount, keeping them at the centre of all decision making in our partnership working with them, their families, and those supporting them.

In line with our duties set out in the Children Act 1989 and 2004, Working Together to Safeguard Children and Keeping Children Safe in Education 2026, we are committed to providing help and support as soon as problems emerge, protecting children from maltreatment whether within or outside the home including online, preventing impairment of children's mental and physical health or development, ensuring children grow up in circumstances consistent with safe and effective care, and taking action to enable all children to have the best outcomes.

We recognise that support may be provided through universal services, community-based Early Help, targeted early help delivered through Family Help and, where thresholds are met, statutory services under sections 17, 20, 31 and 47 of the Children Act 1989.

This policy outlines our legal duties to safeguard children, the responsibilities for all staff, and the specific roles and responsibilities for our Designated Safeguarding Leads and Governance.

2. Important Safeguarding Contacts



Designated Safeguarding Leads



Shiala
Tabbasm
Deputy DSL

Nina
Capek –
Senior DSL

Fatma Khan
Deputy DSL

Yael Collins
Governor



Here to support children and staff.
No concern is too small – we would rather hear
things many times than not at all.

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Nina Capek	Nina.capek@kingdavid.bham.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Shiala Tabbasm	Shiala.tabbasm@kingdavid.bham.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	Fatma Khan	Fatma.Khan@kingdavid.bham.sch.uk
Designated Teacher for Children in Care (DT for Children in Care)	Nina Capek	Nina.capek@kingdavid.bham.sch.uk
Special Educational Needs Coordinator (SENCO)	Shiala Tabbasm	Shiala.tabbasm@kingdavid.bham.sch.uk
Mental Health Lead	Nina Capek	Nina.capek@kingdavid.bham.sch.uk
DSL Prevent Lead	Nina Capek	Nina.capek@kingdavid.bham.sch.uk
Chair of Governors	Barry Henley	Barry.Henley@kingdavid.bham.sch.uk

Vice Chair of Governors	Rabbi Y Jacobs	Rabbi.jacobs@kingdavid.bham.sch.uk
Link Safeguarding Governor	Yael Collins	Yael.collins@kingdavid.bham.sch.uk

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	Tel: 0121 675 1669 Email: ladoteam@birminghamchildrenstrust.co.uk
Birmingham Children's Trust	Children's Advice and Support Service (CASS)	Monday to Thursday: 8:45am to 5:15pm: - Friday: 8:45am to 4:15pm - Telephone: 0121 303 1888 CASS emergency out-of-hours: - Telephone: 0121 675 4806
Early Help		Early Help Support Team: Telephone: 0121 303 8117 or contact your Early Help District teams
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999. Non-emergency 101

3. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2026, which replaces the September 2025 version and comes into force on 1 September 2026.

- Keeping Children Safe in Education 2026, including Part One, which all school and college staff should now read in full. References to the previous condensed Annex A have been removed because KCSIE 2026 expects staff who do not work directly with children to read Part One.
- Working Together to Safeguard Children statutory guidance, which should be read alongside KCSIE.
- Information Sharing: Advice for Practitioners, including the seven golden rules for sharing information.
- Data protection laws, meaning the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
- Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 and the Apprenticeships, Skills, Children and Learning Act 2009.
- The Equality Act 2010, the Public Sector Equality Duty and the Human Rights Act 1998.
- The Counter-Terrorism and Security Act 2015 and revised Prevent duty guidance.
- The Crime and Policing Act 2026 changes to regulated activity, including the removal of the supervision exemption for certain volunteers.
- The Children's Wellbeing and Schools Act duties referenced in KCSIE 2026, including temporary accommodation notification duties.

This policy also meets requirements relating to safeguarding and welfare in the [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2026)

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](https://www.gov.uk/government/consultations/childcare-disqualification-extended-entitlement) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](https://www.gov.uk/government/consultations/childcare-act-2006), which set out who is disqualified from working with children.

[Children Act 1989](https://www.gov.uk/government/consultations/children-act-1989) (and [2004 amendment](https://www.gov.uk/government/consultations/children-act-2004-amendment)), which provides a framework for the care and protection of children

[Working Together to Safeguard Children statutory guidance](https://www.gov.uk/government/publications/working-together-to-safeguard-children) outlines what organisations and agencies must and should do to help, protect and promote the welfare of all children and young people under the age of 18 in England

The Lead Safeguarding Partners for [Birmingham Safeguarding Children Partnership](https://www.birmingham.gov.uk/info/2016/11/safeguarding-children-partnership) are Birmingham City Council, West Midlands Police, NHS Birmingham and Solihull Integrated Care Board, working in close collaboration with Birmingham Children's Trust. They have a joint and equal duty to ensure multi-agency safeguarding arrangements are in place at a local level, and organisations and agencies are clear about how they will work together to safeguard children and promote the welfare of children.

[Serious Crime Act 2015](#), Female Genital Mutilation Act 2003 which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#). All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism"

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

Working collaboratively as professionals is a key part of providing services to children and families. When professional disputes happen that cannot be resolved in a timely manner the [BSCP Resolution and Escalation Protocol](#) should be followed.

[DfE Information Sharing Advice For Practitioners 2024](#) produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information," which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

4. Definitions: Safeguarding and Child Protection

All staff at King David Primary are expected to be familiar with the wide range of policies and procedures we have to keep children safe and promote their wellbeing at all times.

Safeguarding and promoting the welfare of children, as defined in Keeping Children Safe in Education 2026, means: providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with safe and effective care; and taking action to enable all children to have the best outcomes.

Family Help means providing support as soon as a problem emerges at any point in a child's life. KCSIE 2026 distinguishes between universal services and community-based Early Help, and the targeted early help level of Family Help. ([Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership](#)).

The [Right Help, Right Time](#) guidance document advises what support is available whatever the needs are of children young people and their families. It is the framework and practice guide on how all individuals, agencies, partners and practitioners work together in Birmingham.

Child Protection: under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, it must make enquiries. Such enquiries should be initiated where there are concerns about all forms of abuse, neglect and exploitation, whether taking place in person or online, inside or outside the child's home.

Nudes and semi-nudes: KCSIE 2026 uses this term to refer to the creation, sending or posting of nude or semi-nude images by young people under 18. Images include photographs, videos and livestreams, and may be taken by the child, taken or created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.

Victim, alleged perpetrator and perpetrator are recognised terms in KCSIE; however, the school will be conscious that children may prefer different language and will use appropriate terminology on a case-by-case basis.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and to ensuring that all children are provided with appropriate protection regardless of additional needs, barriers or protected characteristics.

KCSIE 2026 strengthens the expectation that schools consider disproportionate vulnerabilities linked to protected characteristics and ensure safeguarding policies, procedures, record keeping and monitoring help identify and respond to sexual violence, sexual harassment, misogyny/misandry, racism, faith-based prejudice, homophobic, biphobic or transphobic bullying and other forms of harm.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or belief
- Sex
- Sexual orientation

Children who may benefit from additional support before statutory intervention:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs, whether or not they have an Education, Health and Care Plan
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn into anti-social or criminal behaviour, including county lines
- is frequently missing or goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion, is in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of radicalisation into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in family circumstances presenting challenges such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol or other drugs
- is at risk of honour or faith-based abuse such as FGM or forced marriage
- is privately fostered

Children with Special Educational Needs and Disabilities (SEND), health conditions and medical needs

Children with SEND, certain medical conditions or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers may include assumptions that indicators of possible abuse relate to the child's condition, peer isolation or prejudice-based bullying, communication barriers, difficulties understanding or reporting abuse, greater dependence on adults for care, intimate care needs and cognitive understanding of online content.

Any reports of abuse involving children with SEND will require close liaison between the DSL or deputy and the SENCO or named person with oversight for SEND. The school will consider extra pastoral support, attention and communication support for these children.

Children who are lesbian, gay, bisexual or questioning their gender

A child being lesbian, gay or bisexual is not in itself a risk factor for harm, but children can be vulnerable to discriminatory bullying. Children perceived by others to be lesbian, gay or bisexual can be just as vulnerable. The school will address these vulnerabilities through its anti-bullying, behaviour and safeguarding arrangements.

Where a child or parent/carer requests support relating to social transition, the school will not initiate action itself. Any request will be considered taking account of safeguarding duties, the welfare and best interests of the child and other children, parental involvement unless this would create greater risk, equality and human rights obligations, educational context, and the need to

document decisions and keep them under review. Staff should not adopt any changes relating to social transition unless a school decision has been made and parents or carers have been involved as set out in KCSIE 2026.

Schools must not allow pupils into toilets, changing rooms, showers, boarding or residential accommodation designated for the opposite biological sex. Alternative arrangements may be considered where appropriate, provided they do not compromise the safety, comfort, privacy or dignity of the child or other children. Schools must record and review such arrangements.

6. Roles and Responsibilities of Staff including Leadership and Management

Role and Responsibility of the Whole School

At King David Primary School Safeguarding is everyone's responsibility. This policy applies to all staff including permanent, temporary and supply staff, trainee teachers, volunteers, governors and contractors.

Preventative education is most effective in the context of a whole-school approach which prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

- healthy and respectful relationships
- boundaries, consent and kindness in relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about abusive relationships, including coercive and controlling behaviour
- the concepts of, and laws relating to, all forms of sexual harassment and abuse and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it
- online harms such as sharing images, deepfakes, pornography, misogynistic influencers and when and where to seek help

Role and Responsibility of all staff

All staff will be required to read Part One of Keeping Children Safe in Education 2026 and the reviewed version of this guidance at least annually. Staff who work directly with children and school and college leaders should also read Annex A. The previous option for some staff to read a condensed Annex A no longer applies.

All staff will receive safeguarding and child protection training, including online safety and an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. Training will be regularly updated, and all staff will receive safeguarding updates as required and at least annually.

All staff will be aware of the process for community-based Family Help assessments, targeted early help delivered through Family Help, and the criteria for referral to local authority children's social care for statutory services under sections 17, 20, 31 and 47 of the Children Act 1989:

- staff should act immediately if they have concerns about a child's welfare
- staff should not assume a colleague or another professional will take action
- early information sharing is vital for effective identification, assessment and allocation of support

- data protection laws do not prevent sharing information to keep children safe and promote their welfare
- if in doubt, staff should speak to the DSL or deputy

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding filtering and monitoring systems and processes. The DSL is a senior member of staff from the school leadership team and has the status, authority, time, funding, training, resources and support required to carry out the role effectively.

To ensure continuity of safeguarding responsibilities, the school will have robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances. This may include a confidential shared mailbox or equivalent system so safeguarding concerns are received, monitored and acted upon without delay.

The DSL will liaise with staff including teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads, SENCOs and the mental health support team where available, so that children's needs are considered holistically.

The DSL will take lead responsibility for promoting educational outcomes by understanding welfare, safeguarding and child protection issues experienced by children who need or have needed a social worker, and by supporting teaching staff to provide academic support or reasonable adjustments where needed.

Role and Responsibilities of Governance

The Governing Body has strategic leadership responsibility for safeguarding arrangements and must ensure policies, procedures and training are effective and comply with the law at all times.

Governors and trustees will receive appropriate safeguarding and child protection training, including online safety, at induction. This training should equip them to provide strategic challenge and to test and assure themselves that safeguarding policies and procedures are effective. Training should be updated regularly.

Governors/trustees should read Keeping Children Safe in Education 2026 in full and sign a declaration annually that they have reviewed the guidance.

The Governing Body will ensure that the child protection policy reflects the whole-school approach to child-on-child abuse, online safety, SEND, children who are absent from education, use of premises, alternative provision, mobile phones, filtering and monitoring, and local multi-agency safeguarding arrangements.

Role and Responsibilities of the Headteacher/Principal

The Headteacher will implement this policy and ensure all staff understand and follow systems which support safeguarding, including the child protection policy, behaviour policy, staff behaviour/code of conduct, safeguarding response to children absent from education, online safety arrangements, and the identity and role of the DSL and deputies.

Role and Responsibilities of the Designated Teacher

The Designated Teacher promotes the educational achievement of looked after and previously looked after children and works closely with the Virtual School Head. KCSIE 2026 also highlights the extended non-statutory role of Virtual School Heads for children with a social worker and children in kinship care, including the importance of attendance as a safeguarding factor.

7. Safer Recruitment and Ongoing Suitability

King David Primary is committed to safer recruitment and to maintaining a culture of vigilance throughout each person's employment or engagement. The Governing Body will ensure that recruitment and selection arrangements comply with Part Three of Keeping Children Safe in Education 2026 and any requirements applying to the type of setting.

The school will ensure that:

- job descriptions, person specifications, advertisements and application information clearly set out the safeguarding responsibilities of the role and the school's commitment to safeguarding;
- at least one person conducting an interview has completed appropriate safer recruitment training where this is a statutory requirement, and those involved in recruitment have the knowledge needed to apply safer recruitment practice;
- application forms, employment history, reasons for leaving, gaps or inconsistencies, references and self-declarations from shortlisted candidates are scrutinised and any concerns are explored and resolved before appointment;
- online searches are considered for shortlisted candidates as part of due diligence; candidates are informed that such searches may be undertaken, and only information relevant to suitability to work with children is considered;
- all offers remain conditional until the school is satisfied that the required identity, right to work, DBS and barred list, prohibition, qualification, overseas and any other role-specific checks have been completed;
- required checks and dates are recorded accurately on the Single Central Record, and written assurance is obtained for agency, third-party and fee-funded trainee teacher checks where applicable;
- volunteer, governor, contractor, visitor and third-party arrangements are risk assessed and the correct level of checking and supervision is determined before the person begins the activity;
- no unchecked person is permitted to work unsupervised or undertake regulated activity where the required checks have not been completed;
- induction, probation, supervision, training, appraisal, professional conduct arrangements and the management of low-level concerns support ongoing suitability after appointment; and
- statutory referrals to the Disclosure and Barring Service and, where applicable, the Teaching Regulation Agency are made when the relevant criteria are met.

The school's Safer Recruitment Policy and procedures should be read alongside this policy.
<https://www.kingdavid.org.uk/info/policies>

8. Whistleblowing and Raising Concerns about Safeguarding Practice

All staff and volunteers must be able to raise concerns about poor or unsafe safeguarding practice, wrongdoing or failures in the school's safeguarding arrangements without fear of victimisation or disadvantage. Concerns must be taken seriously, recorded appropriately and addressed promptly in accordance with the school's whistleblowing arrangements.

Staff should normally raise concerns with the Headteacher. Concerns about the Headteacher should be raised with the Chair of Governors. Where there is a conflict of interest, or the concern relates to the person who would normally receive it, staff should use the alternative reporting route identified by the school. This would be done via BCC LADO 0121 675 1669.

A member of staff who feels unable to raise a concern internally or believes that a genuine safeguarding concern is not being addressed, may use the school's external whistleblowing route or seek independent advice from the NSPCC Whistleblowing Advice Line on 0800 028 0285. Whistleblowing does not replace the duty to act immediately where a child may be at risk of harm. In an emergency, contact the police on 999; safeguarding referrals should be made through the appropriate local procedures.

All staff will be told at induction, and reminded through safeguarding updates, how to access the Whistleblowing Policy, who concerns should be reported to, the alternative route where the concern involves a senior leader, and how to escalate concerns which are not being acted upon.

9. Children Absent from Education and Children Missing Education

Absence from education can be an indicator of abuse, neglect, exploitation, criminal or sexual exploitation, mental health concerns, risk of radicalisation, or other unmet need. The school will respond to unexplained, repeated and/or prolonged absence as a potential safeguarding concern and will not treat attendance and safeguarding as separate processes.

The school will have clear attendance and safeguarding procedures which identify who is responsible for first-day contact, follow-up, home visits or welfare checks, information sharing, escalation to the DSL, and referral to the local authority or children's social care.

The school will:

- monitor attendance and admissions information daily and follow up unexplained absence promptly using more than one contact method where necessary;
- consider the child's known vulnerabilities, family circumstances, social care involvement, SEND, health needs, transport arrangements, patterns of absence and any previous safeguarding concerns when deciding the level and urgency of response;
- ensure attendance staff alert the DSL or deputy without delay where absence is unexplained, repeated, prolonged, linked to a known risk, or where attempts to establish the child's welfare and whereabouts are unsuccessful;
- make reasonable enquiries, record each contact attempt, information obtained, decisions, actions and reasons for escalation or non-escalation, and keep the situation under review;
- work with parents or carers, the child, the local authority and relevant agencies to understand and address barriers to attendance, unless doing so would increase risk to the child;

- refer concerns to local authority children's social care and/or the police immediately where there is reason to believe a child is suffering or likely to suffer harm, is in immediate danger, or their whereabouts cannot be established and risk is significant;
- comply with the School Attendance (Pupil Registration) (England) Regulations 2024 and statutory guidance before adding or deleting a pupil from the admission register, including making required returns and notifications to the local authority; and
- notify and work with the local authority Children Missing Education service where a child of compulsory school age is not registered at a school and is not receiving suitable education otherwise than at school, or where the school's enquiries indicate that a pupil may become missing education.

A pupil who remains registered at the school is not, solely because of persistent or severe absence, a Child Missing Education. However, their absence may still present a serious safeguarding risk and must be addressed through the school's attendance and safeguarding procedures. The school must not remove a pupil from roll unless a lawful ground is met and the required enquiries and notifications have been completed.

These arrangements should be read alongside the school's Attendance Policy, Children Missing Education procedures and Birmingham local processes.

Also refer to the attendance policy <https://www.kingdavid.org.uk/info/policies>

10. Working with Families

Alongside KCSIE 2026, King David Primary is committed to a child-centred approach that recognises the importance of working in partnership with parents, carers and wider family networks, in line with Working Together to Safeguard Children.

This approach reflects the principles set out in the Government's strategy [Stable Homes, Built on Love](#), which responded to the recommendations of the Independent Review of Children's Social Care. The strategy emphasises the importance of ensuring children grow up in safe, stable and loving relationships and, wherever possible, within their own families. It also highlights the value of providing support at the earliest opportunity and strengthening the role of family and community networks in helping children to thrive.

Where it is safe and appropriate to do so, the school will work openly and collaboratively with parents and carers to support a child's welfare and wellbeing. This may include consideration by the Designated Safeguarding Lead (DSL) or deputy DSL as to whether parents or carers should be informed when additional pastoral or wellbeing support is being provided. Parents or carers will not be informed where doing so may place a child at increased risk of harm.

The school will seek to understand the child's family circumstances, identity, culture, faith, lived experiences and any barriers that may affect access to support or services. Staff will remain professionally curious and alert to situations where children may be experiencing abuse, neglect, exploitation or other forms of harm, including circumstances where a parent, carer or other adult may not be acting in the child's best interests.

11. Confidentiality and Sharing Information

Trusted relationships are at the heart of working with children and their families at King David Primary. We strive to uphold good practice and work in partnership with children and families.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and promoting children's welfare, including educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

When deciding what information to share, staff should consider whether the information is relevant to current safeguarding risk, necessary for the receiving setting or agency to know, clearly presented and appropriately contextualised. Professional judgement should be used so information shared is focused and proportionate. Care must be taken not to omit information where it may be relevant to understanding or managing safeguarding risk.

Data protection laws means the [Data Protection Act \(DPA\) 2018](#), UK GDPR and the Data (Use and Access) Act 2025. These laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

If staff need to share special category personal data, the safeguarding of children and individuals at risk processing condition can allow information sharing without consent where there is good reason to do so and sharing information will enhance the safeguarding of a child in a timely manner.

12. Recognise and Respond to Abuse, Neglect and Exploitation

All staff are aware of what abuse, neglect and exploitation are and understand the indicators which may suggest a child is suffering or likely to suffer harm.

All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, recognising that children can be at risk inside and outside school, inside and outside the home and online. Abuse, neglect, exploitation and safeguarding issues rarely occur as standalone events and multiple issues often overlap.

Specific updates to definitions and indicators:

- Abuse may include harm caused by a child to other family members, often referred to as child to parent or caregiver abuse.
- Emotional abuse can include verbal abuse such as persistent criticism, belittling or name-calling.
- Sexual abuse includes assault by penetration, penetration with an object, and non-contact abuse such as involving children in production of sexual images, forcing children to look at sexual images or watch sexual activities, or grooming including online.
- Exploitation and modern slavery are forms of abuse. Children who are criminally exploited must have their vulnerabilities recognised and should be treated as victims; it is not possible for a child to consent to being exploited, abused or trafficked.

- CSE and CCE may be committed or facilitated by an organised network or gang, and a victim may identify as being part of this group; this may constitute modern slavery and require relevant child protection and modern slavery referrals.

Child-on-child abuse (including harassment and violence):

At King David we know that children can abuse other children, including online. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator. It is preventable and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence.

- serious physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, sexual violence and sexual harassment, which may include misogyny/misandry
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI online abuse through abusive, harassing and misogynistic/misandrist messages, non-consensual making or sharing of nudes or semi-nudes, and sharing abusive images or pornography with those who do not want to receive such content

Also refer to the Child on Child abuse policy <https://www.kingdavid.org.uk/info/policies>

Domestic abuse and Operation Encompass

Domestic abuse can include psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse where they see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships, including teenage relationship abuse.

Operation Encompass is an information-sharing scheme between the police and education settings. KCSIE 2026 notes a statutory duty on police to notify a child's education setting, and where relevant local authorities, where they have reasonable grounds to believe a child may be a victim of domestic abuse. The DSL is likely to be the Key Adult and may use a central safeguarding inbox to oversee notifications. Notifications do not replace statutory safeguarding procedures or referrals.

Mental health

Mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, eating disorder signs, suicidal ideation or risk of suicide, and may also be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation.

Education staff are not expected to diagnose mental health problems but are well placed to observe behaviour and identify children who may be struggling. If a child is in danger, staff should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If urgent mental health help is needed but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

Serious violence

Serious violence may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can be associated with criminal exploitation. Staff should report concerns about a child carrying or using a weapon, or expressing intent to do so, to the DSL or deputy.

The DSL should assess risk to the individual pupil and others, consider wider information, and take appropriate action. Depending on the risk, this may include a safety and support plan and consideration of action to de-escalate peer conflict. Schools should be alert to higher risks for children with disrupted education, including suspensions, permanent exclusions, time in alternative provision or a history of offending.

Responding when children disclose or staff have concerns

Staff should act immediately, follow the child protection policy and speak to the DSL or deputy. If the DSL or deputy is unavailable in exceptional circumstances, this must not delay action; staff should speak to a senior member of staff and/or take advice from local authority children's social care. Any action taken should be shared with the DSL or deputy as soon as practically possible.

When responding to reports of HSB, sexual harassment or sexual violence, staff should listen carefully, avoid judgement, use the child's language, ask open questions, not promise confidentiality, record only what the child says without interpretation or personal opinion, and inform the DSL as soon as practically possible.

Harmful sexual behaviour, sexual harassment and sexual violence

KCSIE 2026 substantially strengthens this area. Harmful sexual behaviour can occur between children of any age and sex, online or face-to-face, and may escalate into sexual harassment or sexual violence. HSB should always be considered within a child protection context.

All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. The response should be proportionate and consider age, development, circumstances, coercion, exploitation and vulnerability.

Following a report of sexual violence, the DSL or deputy should carry out an immediate risk and needs assessment. For sexual harassment, the need for a risk assessment should be considered case-by-case. Assessments should be recorded, regularly reviewed and used to inform safeguarding decisions.

For reports of rape or assault by penetration, while facts are established and agencies are consulted, the alleged perpetrator should be removed from any shared classes with the victim and the school should consider reasonable separation across premises and transport. These actions are in the best interests of all children and should not be treated as a judgement on guilt.

Prevent and concerns about extremism

King David Primary is aware of our duty under section 26 of the [Counter-Terrorism and Security Act 2015](#), in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*" (known as the Prevent duty).

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised [Prevent duty guidance: England and Wales \(2023\)](#) for England and Wales, especially paragraphs 141-210, which focus on education and childcare. The guidance covers 3 general themes: leadership and partnership, capabilities, and reducing permissive environments.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, which aims to:

- negate or destroy the fundamental rights and freedoms of others; or
- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to Children's Services or [Channel](#), the Government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321.

13. Online Safety and Filtering

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

The breadth of online safety issues is considerable and ever evolving. KCSIE 2026 continues to use the 4Cs but updates them as follows:

- Content: exposure to illegal, inappropriate or harmful content, including pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation and conspiracy theories.
- Contact: harmful online interaction with other users or generative AI applications that simulate this, including peer pressure, commercial advertising and adults posing as children or young adults to groom or exploit them sexually, criminally, financially or otherwise.
- Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending and receiving explicit images, including those generated using AI, and online bullying.
- Commerce: online gambling, inappropriate advertising, phishing and financial scams.

Online safety must be a running and interrelated theme across safeguarding, related policies, curriculum planning, staff training, DSL responsibilities and parental engagement.

Guidance to support schools to understand safety considerations and legal responsibilities when using generative AI, whether teacher-facing or pupil-facing, should be considered. Schools

should also consider the DfE resources to help staff use AI safely and effectively, including safeguarding, ethics, data protection and intellectual property risks.

The DfE expects schools to operate as mobile phone-free environments by default. The school will implement a policy whereby pupils do not have access to mobile phones throughout the school day, including lessons, movement between lessons, breaktimes and lunchtimes, unless an exception has been agreed by the Headteacher.

Filtering and monitoring systems will be reviewed at least once every academic year. Reviews should be carried out by the SLT member responsible for filtering and monitoring, with support from the DSL and IT support, and should include checks that filtering works appropriately on all internet-connected devices in all relevant locations. A record of these checks should be kept.

The school will have measures to protect personal information and appropriate cyber security systems, approached as part of wider safeguarding responsibilities. The school will consider the Cyber Security Standards for Schools and Colleges.

Also refer to the on-line safety policy <https://www.kingdavid.org.uk/info/policies>

14. Managing Safeguarding Concerns or Allegations made about staff, including supply teachers, volunteers and contractors

All staff based within our school will be considered to be in either a position of trust or working with children. Staff must immediately report any level of concern about the behaviour or conduct of an adult working or volunteering with children, including supply teachers, trainee teachers, volunteers, contractors and adults using or hiring the school premises.

KCSIE 2026 adds explicit reference to trainee teachers throughout the allegations framework. Where concerns or allegations relate to a trainee teacher placed within the school, the expectations set out for schools and colleges apply and teacher training providers are expected to follow the same procedures as supply agencies.

If staff have a safeguarding concern or an allegation that another member of staff, including supply staff, trainee teachers, volunteers or contractors, has harmed or poses a risk of harm to children, this should be referred to the Headteacher, who will consider whether onward referral to the LADO is required. If the concern/allegation is about the Headteacher or Principal, it should be referred to the Chair of Governors or equivalent. Where there is a conflict of interest, it should be reported directly to the LADO.

Before contacting the LADO, the school may conduct basic enquiries in line with local procedures to establish facts without jeopardising any future police investigation. This may include whether the individual was in school, whether contact with the child could have occurred, whether there were witnesses and whether there is CCTV footage.

Suspension should not be automatic. Alternatives should be considered, including redeployment, supervision, alternative duties, or moving the child to a different class only where this is in the child's best interests, is not a punishment and parents have been consulted. Immediate suspension must be justified and recorded, including alternatives considered and why they were rejected.

Where an allegation is substantiated and a person is dismissed, resigns or ceases to provide services, the school must consider statutory duties to refer to the DBS where criteria are met, and for teaching staff consider referral to the Teaching Regulation Agency. These duties also apply to volunteers where they were engaged in regulated activity.



Whistleblowing / reporting concerns

Remember: think the unthinkable

If you are concerned about a **child** speak to the **DSL**

If you are concerned about the conduct of a **member of staff** (including **supply teachers, volunteers, contractors**) speak to **The Headteacher** (Nina Capek)

If you are concerned about the conduct of **The Headteacher** speak to **The Chair of Governors** (Barry Henely)

If concerned about conduct of **The Governors** speak to BCC LADO 0121 675 1669



Low-level concerns

A low-level concern does not mean the concern is insignificant. It is any concern, however small, including a sense of unease or nagging doubt, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside work, and does not meet the harm threshold or is not serious enough to consider referral to the LADO.

Low-level concerns must be shared responsibly, recorded in writing, kept confidential and reviewed so that patterns of concerning, problematic or inappropriate behaviour can be identified. Concerns about supply staff and contractors should be notified to their employers so potential patterns can be identified.

Further detail can be found in the low level concerns policy

<https://www.kingdavid.org.uk/info/policies>

Use of school premises for non-school activities

Where the school hires or rents out facilities to organisations or individuals, safeguarding requirements will be included in lease or hire agreements as a condition of use. Failure to comply will lead to termination of the agreement. Where an allegation arises from an activity on school premises, the school will follow its safeguarding policies and procedures, including informing the LADO where appropriate.

15. Record Keeping

King David Primary will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions must be recorded in writing. Records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome
- the rationale for decisions, including where referrals were or were not made to local authority children's social care, Prevent or other agencies

The child protection file should be transferred securely and separately from the main pupil file. Where files are transferred, the exporting school should include a clear, structured summary identifying current safeguarding concerns, relevant context and ongoing support needs. Historic information should be appropriately contextualised so safeguarding information supports rather than disadvantages the child.

Where information indicates a risk to others and/or the individual child, for example previous carrying, threatening with or using a knife or weapon, the receiving school should assess risk and, accordingly, put in place a safety and support plan when the child arrives.

At King David all safeguarding concerns are recorded on CPOMs.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- a clear retention policy
- secure and appropriate system to archive with restricted access
- we have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

Right Help Right Time RHRT

Right Help Right Time RHRT

In our school.....
Our DSL(s) are
Our Safeguarding Governor is

[Right_Help_Right_Time
-2026-V7](#)

CONCERNED ABOUT A CHILD
Speak to Safeguarding Leads (DSL) if urgent.
Record on electronic recording system.
Use RHRT Thresholds to determine next actions.

**Universal /
Universal+**
Continue with early help
process using the EHA
as appropriate

Universal+Additional
Continue with early help process
using the EHA as appropriate.
Consider RHRT - Family
Connect Form or Request for
Support Form

**Complex &
Significant**
Request for Support
submitted to CASS for a
multi-agency strategy
discussion

At any point schools can seek advice and guidance from
Children's Advice Support Service 01213031888.
In the event of an emergency call police on 999.

[Locality Leads](#)

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Appendix 1: Links to useful information

Local

- [Birmingham Safeguarding Children Partnership](#)
- [Right Help, Right Time - Birmingham Safeguarding Children Partnership](#)
- [Early Help Assessment and Our Family Plan - Birmingham Safeguarding Children Partnership](#)
- [Having those difficult conversations: The Importance of the Resolution and Escalation Protocol - Birmingham Safeguarding Children Partnership](#)
- [Birmingham Children's Trust](#)
- [Birmingham City Council - Children, Young People & Families](#)
- [BCC School Safety Plan re children who pose a risk to others](#)
- [BCC Corporate Safeguarding Policy](#)
- [No platform policy | Birmingham City Council](#)
- [Suicide postvention support package for education establishments | Birmingham City Council](#)

National and statutory guidance

- [Keeping Children Safe in Education 2026](#)
- [Keeping Children Safe in Education 2026: Part One](#)
- [Working Together to Safeguard Children](#)
- [Information Sharing Advice for Safeguarding Practitioners](#)
- [Data Protection Toolkit for Schools](#)
- [Prevent Duty Guidance](#)
- [Channel Guidance](#)
- [DfE Filtering and Monitoring Standards](#)
- [Cyber Security Standards for Schools and Colleges](#)
- [Mobile Phones in Schools](#)
- [Use of Reasonable Force in Schools](#)
- [Alternative Provision Guidance](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Allergy Safety in Schools](#)
- [Operation Encompass](#)
- [UKCIS Sharing Nudes and Semi-Nudes Guidance](#)
- [Generative AI in Education](#)
- [Generative AI Product Safety Expectations](#)
- [Youth Endowment Fund Toolkit](#)

- [Children Missing Education](#)
- [Working Together to Improve School Attendance](#)
- [Staffing and employment: advice for schools \(DfE\)](#)

Appendix 2: Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g., CASS or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.

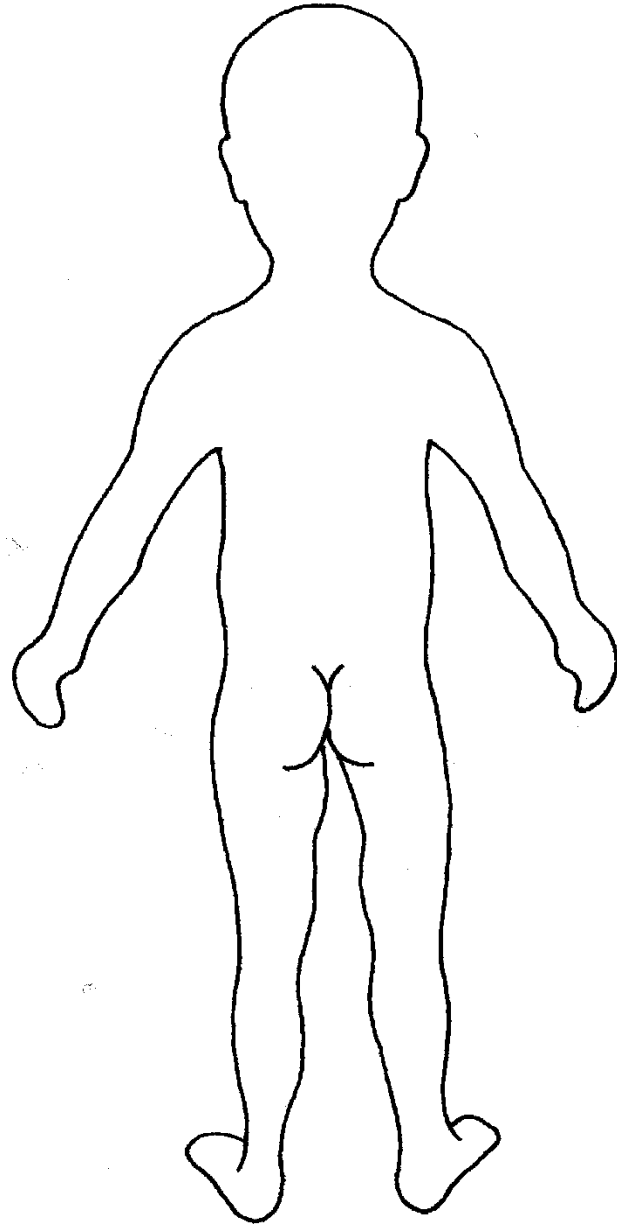
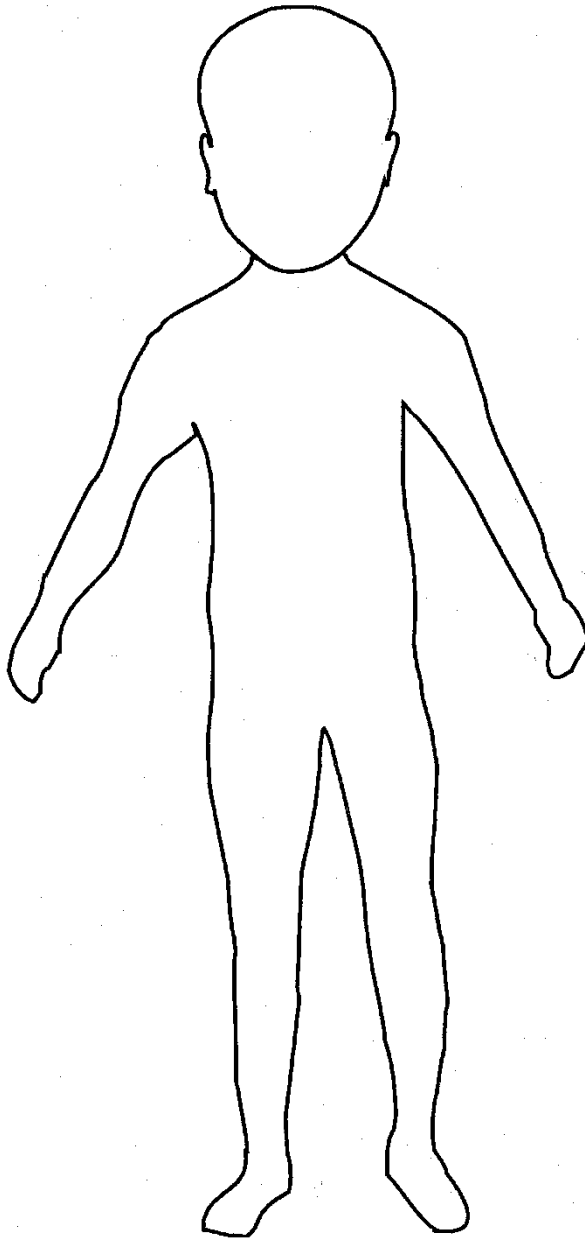
BODYMAP

(This must be completed at time of observation)

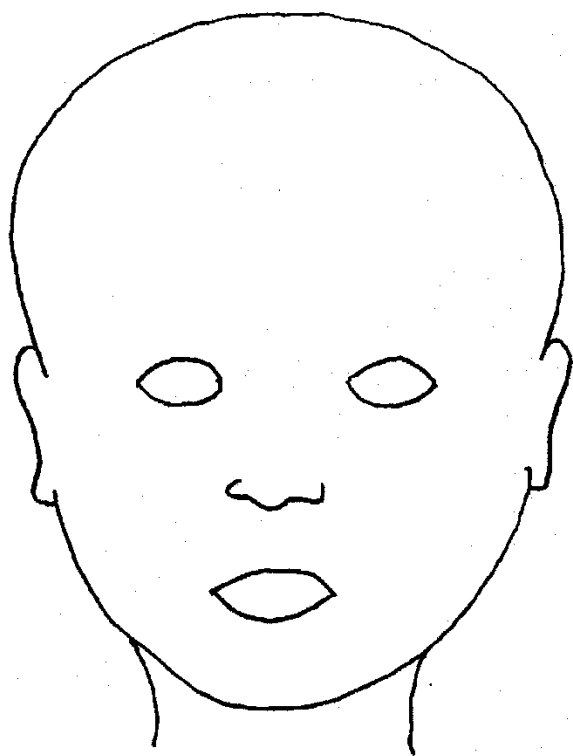
Names for Child: _____ Date of Birth: _____

Name of Worker: _____ Agency: _____

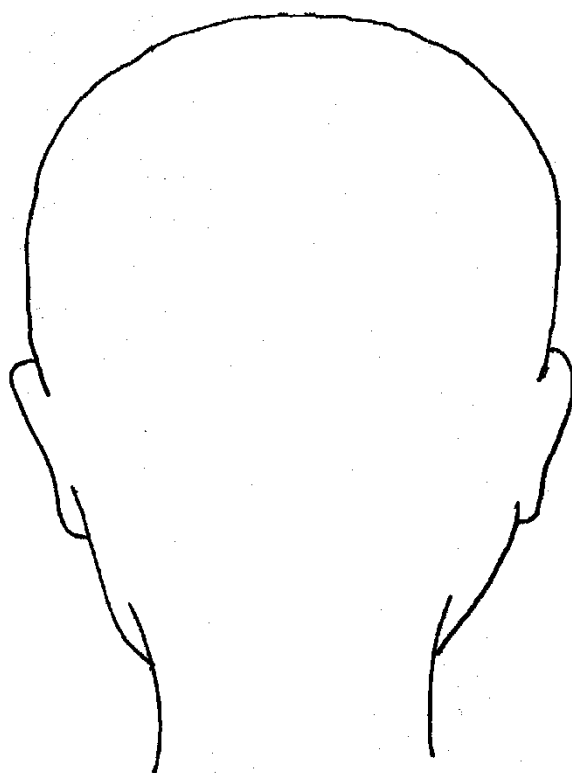
Date and time of observation: _____



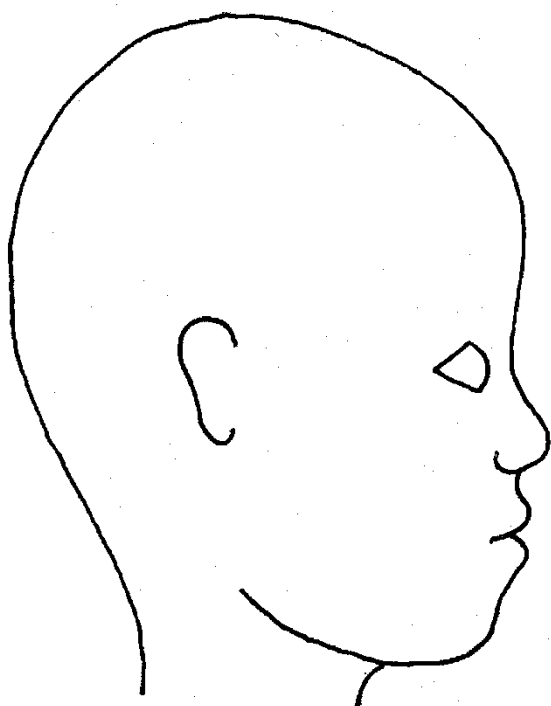
Name of Child: _____ Date of observation: _____



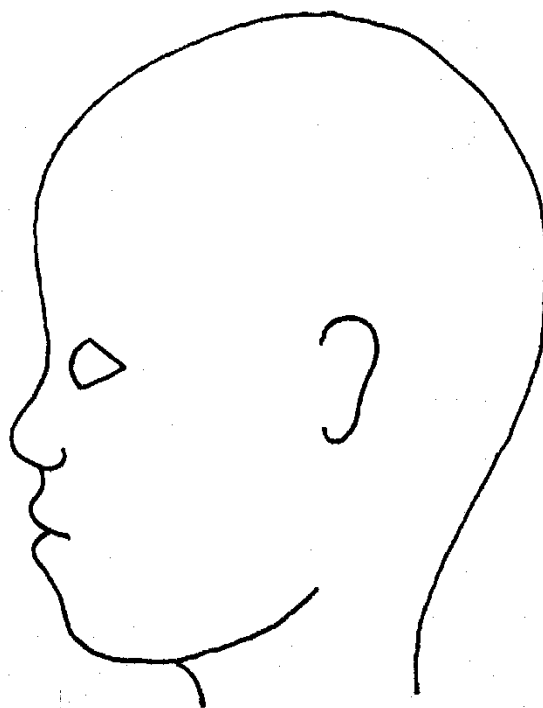
FRONT



BACK

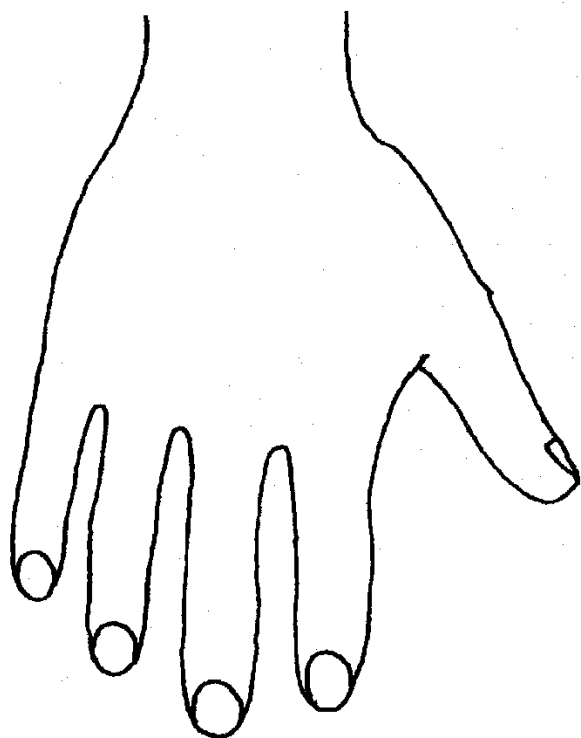


RIGHT

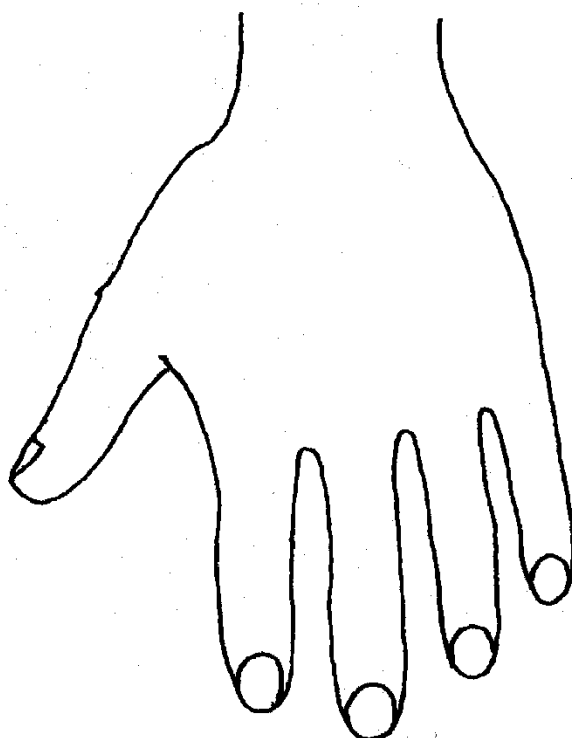


LEFT

Name of Child: _____ Date of observation: _____

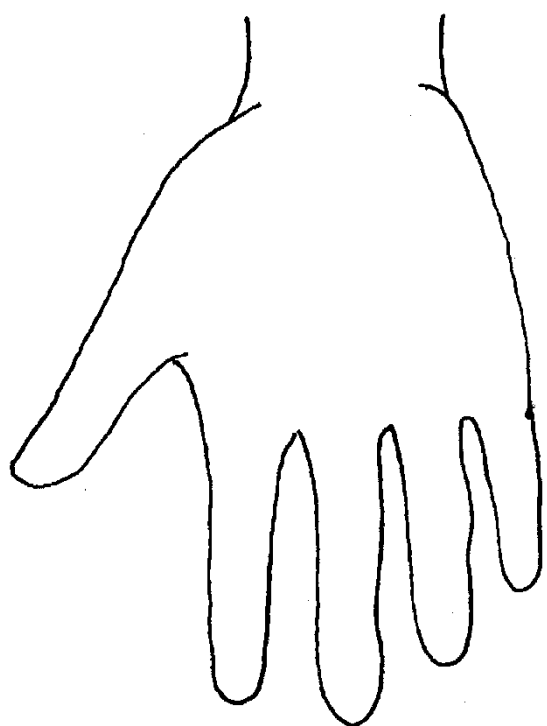


R

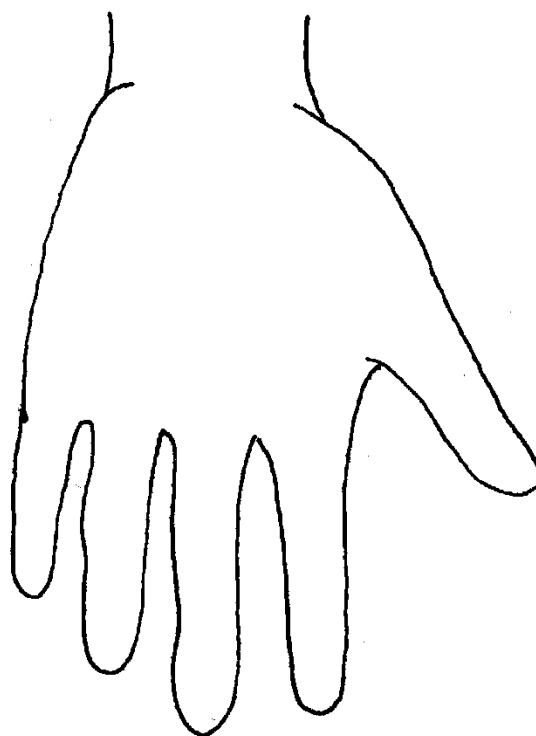


L

BACK



R

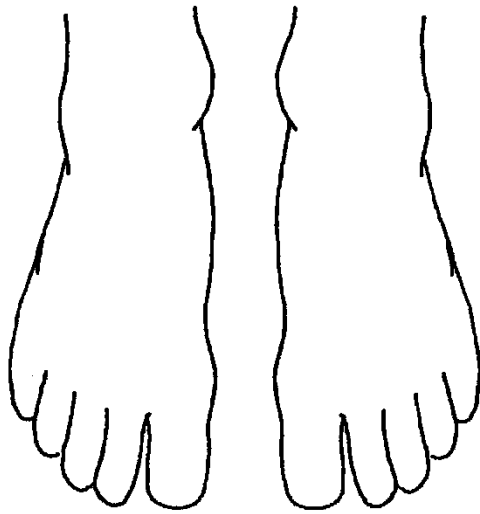


L

PALM

Name of Child: _____

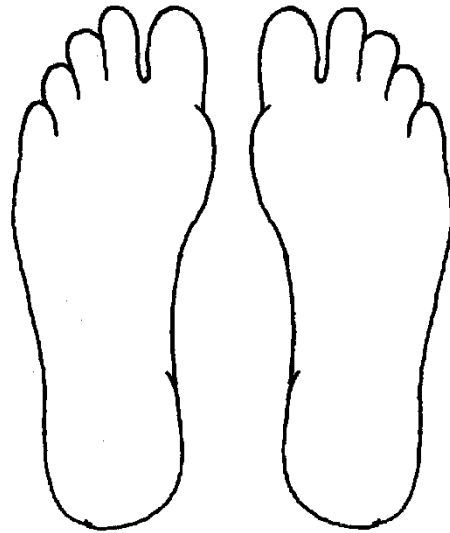
Date of observation: _____



R

TOP

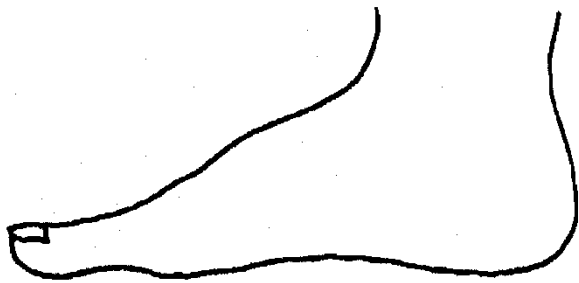
L



R

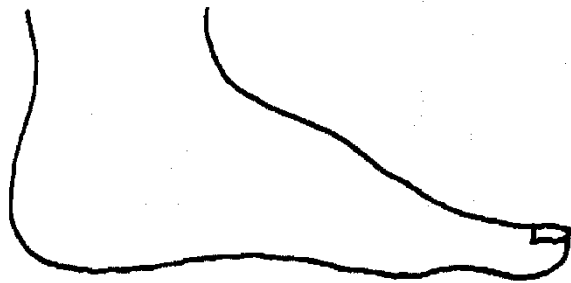
BOTTOM

L

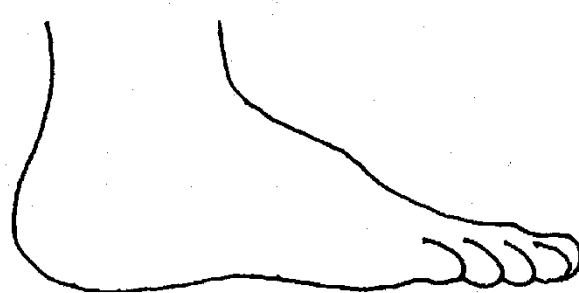


R

INNER

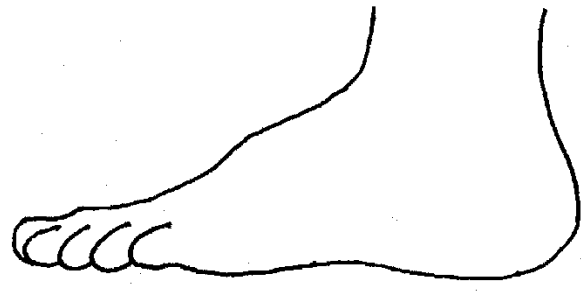


L



R

OUTER



L

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 3 : Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	FORM:
Date and Time of Incident:	Date and Time (of writing):	
Name:		
Print	Signature	
Job Title:		
Note the reason(s) for recording the incident.		
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
Professional opinion where relevant (how and why might this have happened?)		
Note actions, including names of anyone to whom your information was passed.		
Any other relevant information (distinguish between fact and opinion).		

Check to make sure your report is clear to someone else reading it.
Please give this form to your Senior Designated Safeguarding Lead

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL))

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

Appendix 4: Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:
Is the explanation consistent with the injury?	Yes / No Comments:
- Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:

- Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. - What, By who, By when	
Referral to CASS Y/N	
Signed by.... Role.... Date	Reviewed by (e.g., DSL) Date....

Appendix 5: Acceptable Use Policy for Primary Pupils: Year 2 – 6

King David Primary School

Acceptable Use Policy for Primary Pupils: Year 2 – 6



To keep me safe whenever I use the internet or email, I promise...

- To keep my username and password private and not to use anyone else's.
- To keep all personal information private.
- To block unknown links and attachments by not opening anything that I do not trust.
- To report any messages or internet pages that are unsuitable or upsetting.
- To tell someone I trust if someone asks to meet me offline.

When using computer equipment...

- I understand that my behaviour will be checked.
- I will not play games unless I have permission.
- I will not open, copy, delete or change anyone else's files, without their permission.
- I will be polite and think carefully about how I talk to others online and what I say about them.
- I will not take, copy or send pictures of anyone without their permission.
- I will not try to upload, download or open any files, programmes or websites which are unsuitable or illegal.
- I will not try to get around the filtering or security systems.
- I will not install any programmes nor change the settings.
- I will not use chat and social networking sites unless I have permission from an adult.
- I will not copy other people's work and pretend it is my own.
- I will not try to download pirate copies of music, videos, games or other software.
- I will check that information I use from the internet is from a trusted website.

If I break these rules...

- I understand that the school's behaviour guidelines will be followed. This may include informing my parents and discussion with the head teacher.

I understand that I am responsible for my actions, both in and out of school

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of

school and where they involve my membership of the school community (examples would be cyberbullying, use of images or personal information).

I have read and understand this policy and agree to follow it.

Name of pupil _____

Signed _____ Date _____

Appendix 6: Staff, Governors and Volunteer Acceptable Use Policy



King David Primary School

Staff, Governors and Volunteer Acceptable Use Policy

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion and promote creativity, promoting effective learning. They also bring opportunities for staff to be more creative and productive in their work.

This Acceptable Use Policy is intended to ensure:

- That staff and volunteers will be safe and responsible users of the internet and other digital technologies.
- That school ICT systems and users are protected from accidental or deliberate misuse.
- The school will try to ensure that staff and volunteers will have good access to ICT to enhance their work and improve opportunities for learners and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

- I understand that I must use school ICT systems in a responsible way, to minimise the risk to my safety or to the safety and security of the ICT systems and other users. I will, where possible, educate the young people in my care in the safe use of ICT and embed e-safety in my work with young people.

For my professional and personal safety:

- I understand that the school will monitor my use of its ICT systems including email and other digital communications technologies.
- I understand that this agreement also apply to use of school ICT systems out of school (eg laptops, email, VLP etc).

- I understand that the school ICT systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the school.
- I will keep my usernames and passwords private and will not try to use anyone else's username and password.
- I will immediately report any illegal, inappropriate or harmful material or incident, to the appropriate person in school.

I will be professional in my communications and actions when using school ICT systems:

- I will not access, copy, delete or otherwise alter any other user's files, without their permission.
- I will communicate with others in a professional manner.
- I will ensure that when I take or publish images of pupils or parents/colleagues, I will do so with their permission and in accordance with the school's policy. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (eg on the school website / VLP) it will not be possible to identify pupils by name, or other personal information.
- I will only use chat and social networking sites in school in accordance with school policy.
- I will only communicate with pupils and parents / carers using official school systems and in a professional manner. I will not share any personal information with a pupil (including personal phone numbers or email address). Nor will I request or respond to any personal information from a young person unless it is appropriate as part of my professional role.
- I will not engage in any on-line activity that may compromise my professional responsibilities.

The school and the local authority have the responsibility to provide safe and secure access to technologies:

- When I use my personal hand held/external devices in school (laptops/mobile phones/USB devices etc), I will follow the rules set out in this agreement, in the same way as if I was using school equipment. I will also follow any additional rules set by the school about such use. I will ensure that when connecting these devices to school ICT systems, they are protected by up-to-date anti-virus software and are free from viruses.
- I will not use personal email addresses on the school ICT systems.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not try to upload, download or access any material which is illegal or inappropriate or may cause harm or distress to others (e.g. child sexual abuse images, criminally racist material, adult pornography etc). I will not try to use any programmes or software that might allow me to bypass the filtering / security systems intended to prevent access to such materials.
- Unless I have permission, I will not try to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on school systems, nor will I try to alter computer settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.

- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the School Data Protection Policy. Where personal data is electronically transferred outside the secure school network, it must be encrypted.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have permission to use the original work of others in my own work.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of school:

- I understand that this Acceptable Use Policy applies not only to my work and use of school ICT equipment in school, but also applies to my use of school ICT systems and equipment out of school and my use of personal equipment in school or in situations related to my employment by the school.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action and in the event of illegal activities, the involvement of the police.

I have read and understand the above and agree to use the school ICT systems both in and out of school and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Name _____

Signed _____ Date _____

Appendix 7: Use of Internet and e-mail in school



Dear Parents and Carers,

Use of Internet and e-mail in school

As part of their work in Computing and other subjects, we regularly offer the children supervised access to the internet.

The internet is a rich source of information and educational activities which are of great benefit to the children. However, there are concerns about inappropriate materials and the school takes a range of measures to minimise these risks:

- All access to the internet is supervised by adults.
- A high-level filtering system is in operation.
- Children are not allowed access to chat rooms at any time.
- Children are taught about safe internet use by their teachers (e-safety).

On some occasions children are offered the opportunity to use e-mail outside the school, for example to communicate with children from other schools. Where this is the case you will be informed by the class teacher in advance and given an opportunity to discuss why this approach is being used.

Before we allow children to use the internet at school, we need to obtain parental permission. If you are happy to allow your child to access the internet, please complete the enclosed form and return it to school. At the start of each school year we will also discuss the rules for safe internet use with the children as part of their Computing lessons.

Parents **must** sign and return this Internet Use Permission Form as evidence of their acceptance of the school's rules for responsible use of these facilities before their child is allowed access. This acceptance will last for the duration of your child's time at Haddon or until the content of the policy is significantly changed. Our full e-safety policy can be found on the school website.

If you have any questions, please contact your child's class teacher or myself.

Yours sincerely

Miss N Capek

Head Teacher

I have read the notes about internet access at school and I have discussed them with my child.

I agree for my child _____ Class _____ to use the internet
in accordance with the school guidelines.

Signed _____ Parent/Carer

Date: _____

Appendix 8: Protocols for Parents, Pupils and Staff during live streamed sessions



Protocols for Parents, Pupils and Staff during live streamed sessions

When pupils are accessing live video streaming with school...

Pupils agree...

- I understand that the live session is considered an extension of the classroom and that I should conduct myself as I would in school.
- I will take part in my online session in an environment that is safe, quiet and free from distractions (preferably not a bedroom)
- I will be on time for my online session
- I will make sure I have all the resources I need for the session
- I will be dressed appropriately for my online session
- I will blur my background throughout the session
- At the start of the session, I will mute my microphone and turn my camera off.
- I will use the hand up feature to show that I want to speak.
- I will only unmute and turn my camera on when my teacher tells me to.
- When contributing to the chat my comments will be relevant, kind and respectful. I understand that the comments are recorded and can be seen by people in the session.
- I will remain focused during sessions.
- I will interact patiently and respectfully with my teachers and peers.
- I will not record or take photos/screenshots of my classmates or teachers during video sessions.
- I will not use any of the tools in the live streaming software, eg spotlight, mute participant unless I am asked to by the teacher.
- I will finish and leave the session when my teacher tells me to.
- When I am posting photos of my learning, I will always check with my parent/carer before uploading a photo, and I will try to make sure my photo is of the learning and does not include anyone in my house.

Parents/carers agree...

- I will support my child to be on time and have all the relevant resources needed for the online session
- I will make sure the online session takes place in an appropriate area, for example, somewhere quiet, not in a bedroom, in a place with minimum distractions.
- I will appear on screen at the start of the lesson to confirm I give consent for my child to be part of the online session.
- I will make sure my child and other members of the household are aware the online session is happening.
- I will make sure members of the household are wearing suitable clothing if there is the possibility of them appearing on the session.
- I will adopt the same conversation and language expectations in the online session as normal school conduct and ensure family members adhere to this.
- I will supervise my child's internet use and online learning - make sure I am aware of what they have been asked to do and the resources they need to access.
- If a member of staff calls/video calls to speak to my child, I will check that I know who they are, speak to them before my child does and stay in the room during the conversation.
- If I have any concerns about the session I will discuss these after the session with the teacher or contact the Headteacher/SLT at the school.

School/teacher agrees...

- I will be dressed appropriately for the online session.
- I will blur my background throughout the session
- I will make sure I have all the resources I need for the session
- I will be on time for the online session
- I will host the online session in an appropriate environment, quiet and free from distractions
- I will read a live video streaming statement at the start of each session and register students that attend the session.
- I will gain consent from the parents/carers at the start of the session and inform them whether it will be recorded.
- Where a session is recorded, I will make sure it is not in the public domain and hosted on a restricted access platform - MS Teams, Password protected part of the school website etc
- I will give prior notice, through a weekly timetable to parents/carers of the time, content and length of any online sessions.
- If I have any concerns about the child (or other members of the household) using unsuitable language, dress, location the session will be ended for the child. Concerns will be recorded and passed on to the Headteacher/SLT member to be followed up.
- If I make a phone/video call, I will speak first with the parent/carer to check they are aware of the call. The parent/carer must stay in the room for the duration of the call.

Appendix 9: Child Photograph Consent Form



King David Primary School

CHILD PHOTOGRAPH CONSENT FORM

To the parent/carer,

Name of your child: _____

We are always looking for ways to improve the information available to parents, and most of the information available to parents is also available on our school website and Class Dojo.

We would like to be able to include more photos of children working.

At King David we take the issue of child safety very seriously, and this includes the use of images of pupils. Including images of pupils in school publications and on the school website can be motivating for the pupils involved, and provide a good opportunity to promote the work of the school. However, schools have a duty of care towards pupils, which means that pupils must not be identifiable. This reduces the risk of inappropriate contact. Any use of pupil images at King David Primary School is underpinned by our internet use policy. We will never include the full name of the pupil alongside an image.

Please sign the consent form below allowing us to use photographs of your child (unnamed) on our school website or in school publications, and send the whole letter back to school for us to enter in your child's school file.

To comply with the Data Protection Act 1998 and the new General Data Protection Regulation 2018 we need your permission before we use any photographs we have taken. Please complete the declaration below and return it to us.

I give permission for my child's photograph to be used:

Please tick the relevant box(es) below and return to the school office.

☐ I am happy for the school to use my child's photo on the school website

- ☐ I am happy for the school to use my child's photo in the school prospectus
- ☐ I am happy for the school to use my child's photo on Twitter
- ☐ I am happy for the school to use my child's photo on Class Dojo
- ☐ I am happy for the school to use my child's photo in press releases and media coverage

I have read and understood the conditions of use on the back of this form.

Signed: _____

Name (in capitals): _____

Date: _____

Please note that websites can be seen throughout the world and not just in the United Kingdom where UK law applies.

PLEASE RETURN THIS FORM AS SOON AS POSSIBLE

Conditions of use

1. This form is valid for the time your child attends King David Primary School. Your consent will automatically expire after this time. We will not re-use any images after this time without your consent.
2. During this period, the photos will be kept in a secure location and only authorised staff will have access to them. After this period the photos will be privately destroyed.
3. We will only include a child's full name as photo captions for press releases if the child is not easily identifiable by a member of the public, e.g. not identified by a school uniform. Addresses will not be disclosed in detail. Personal e-mail, telephone or fax numbers will not be disclosed.
4. If we use an image of an individual pupil who is identifiable by their school, we will not use the name of that child in the accompanying text or photo caption without good reason or your permission.
5. If a pupil is named in the text of a publication, we will not use a photograph of that child to accompany the article unless we have specific consent. For example, we might want to include

a picture and a full name of a competition prize winner. However, we will not include a picture and full name of a child in promotional literature.

6. We may use group or class images with very general labels, such as 'a literacy hour' or 'children exploring the environment'.
7. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

Appendix 10: Guide to logging safeguarding concerns



Guide to logging safeguarding concerns

At King David all safeguarding concerns are recorded / logged on
[CPOMS](#)

Timely	Log the safeguarding concern at the earliest opportunity (immediately after the concern is raised / on the same day). This ensures the entry is accurate and that it can be read and actioned (where needed) by the DSL team in a timely manner
Discuss	Report concern to the DSL/DDSL and discuss prior to logging the safeguarding concern (face to face or via telephone if necessary). Identify actions and next steps
First-hand	Ensure the concern is logged by the person from whom the concern was raised, unless advised otherwise by the DSL. If the concern is raised to more than one staff member, all members of staff should log the incident. This may lead to more than one log about the same concern with actions agreed with a member of the DSL team
Factual	Record the facts. - Ensure the log is factual - Keep the information clear, concise and comprehensive - Use the child's own words and vocabulary – do not re-word any disclosure - Use adults' own words and vocabulary – do not re-word - Do not express an opinion or assume anything - Do not record your interpretation - Record the time and date of the incident, location & who was involved - Ensure all children involved are included in the disclosure and link this to the individual files (where appropriate) - Ensure there is a clear link between the DSL and the individual who has reported the concern. DSL is then responsible for feeding back to the individual who raised the concern.

Neutral language	Use neutral, unbiased language but still ensure the account is first hand and use the actual words of the child Avoid emotive phrases such as: a fight broke out, s/he exploded, they trashed the classroom ...
Categories	Ensure ALL relevant categories, including sub categories, are appropriately marked. DSL / SLT have full range of categories and will add as necessary. Check with a DSL if unsure.
Link staff	- Include staff you informed as part of the log - Ensure that staff not on the default list, are tagged into the concern as appropriate e.g. class teacher Tas who regularly work with the child, office team. so all relevant staff have access to the same information
Linked children	Ensure that all children involved / effected are linked (including siblings) and where appropriate the box for sharing documents is ticked. This does not happen automatically.
Incident and action	Record the incident as one entry and record any action separately. Ensure full names of children and staff are used.
Action	- Log actions in a timely manner and include all actions agreed with the DSL team - Include who will lead on the action(s) and ensure there is a clear timeline/end date
Linked children	Ensure that where an action has taken place involving more than one child that this is recorded for all involved children either by ticking the linked incidents box (if appropriate) or adding a separate action to all involved.
Monitoring	- What was the impact/resolution? - If the action is to monitor the situation, record what, by whom, how, timeline, close date, review and impact The DSL team will also monitor actions as part of their regular meetings and caseload reviews

Remember that your recorded entries may be called upon as evidence by investigating bodies (Ofsted, Governors, BCC, Anti-bullying Team, Court of Law ...).

E.g of incident recording

What a good report looks like

Date: 28 September 2022
Time: 3.30pm

Alex C ran out of the classroom crying at around 2.30pm today. I followed her and found her on her own in an empty room down the corridor.

I asked her if there was anything she'd like to talk about. She said she'd done something "wrong" and been "stupid". She said everyone was laughing at her.

She said that Theo had been texting her "all the time" and wouldn't leave her alone. He started asking questions about how she was and whether she was going to the disco. Then he started "asking for stuff". He asked to see pictures of her without her clothes on.

She said she tried to ignore him, but he kept sending messages and told her all the girls were doing it, and people would think she was boring if she didn't. She said she sent a picture of herself in her underwear and "nothing else".

She said she's worried that he might put it on the internet and her parents might find out.

Adding a New incident

Haddon Primary and Nursery School

DashboardReportingPlannerLibraryAdminAccount Settings

Add Incident

LOGOUT

Student

Begin typing a student's name

Incident

Categories

☐ Attendance ☐ Bullying/ Friendship Related Issues ☐ Cause for Concern ☐ Child Protection ☐ Contact with External Agency ☐ Home Issues/ Parenting Issues ☐ Parental Contact ☐ Safeguarding

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Maps



Date/Time

04/06/2023 22:25

Status

Active

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

DSL All staff SLT ELSA support EYFS office

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

☐

Submit Incident

Adding an action

Action Taken

Add Categories

Add to planner

☐

Add action to linked students

☐

Agency Involved

Date/Time

04/06/2023 22:20

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

DSL All staff SLT ELSA support EYFS office

1 staff will be alerted.

Name	Show Documents	Require action	Delete
Nina CAPEK	configured alert	☐	

Example

Name of child	Adam Pupil	Year group	3	Factors	M
Sibling(s)	Chloe Hild	Year group	7	Factors	F, SEND
Member of staff reporting the incident	Steve Taff	Role	Y3 Class Teacher	Date	3.10.23
				Time	10:20am
				Location	School Playground
Type of Abuse			Physical		

Factual details

- At 10:20am, during playtime A.Pupil came up to S.Taff alone and asked if he could speak to me.
- A.Pupil said: 'I am sad because my mum and dad get angry sometimes and hit me.' A.Pupil pulled up his jumper and showed S.Taff his left arm. There was a deep, purple bruise (see uploaded body map attached for more detail). A.Pupil said 'this happened last night, my dad hit me because I was answering him back.'
- S.Taff asked 'What did he hit you with?' A.Pupil replied 'he punched me with his fist.' S.Taff asked A.Pupil 'where did this happen?' and A.Pupil replied 'in the kitchen and my mum just said it serves you right for being cheeky'. S.Taff then asked 'Is this the first time this has happened?' A.Pupil responded: 'No mum and dad both hit me and my sister when we have done things wrong.'
- S.Taff reassured A.Pupil that he has done the right thing telling an adult in school and that S.Taff will need to share this information so that school can support.
- S.Taff asked A.Pupil whether he wanted to spend some time with Miss Kind (Child and Family Support Worker) before going back into class and A.Pupil said 'no.'
- S.Taff agreed with A.Pupil that he would check in with A.Pupil at the beginning and end of lunchtime and during the afternoon.
- A.Pupil was happy to go back in the classroom after playtime and S.Taff checked in as agreed. No further disclosures were made.

Next Steps (logged at the bottom of the communication)

- S.Taff shared disclosure with Mr S.Afeguard (Senior DSL)
- S.Taff to log disclosure and complete body map
- S.Taff to complete regular check ins as class teacher and utilise Miss Kind's support where required (daily)
- Mr S.Afeguard to contact Starting Point Advisory Team and follow advice as the family recently stepped down from Child in Need

Actions (typically completed by DSL)

Mr S.Afeguard telephone call with Mrs S.Care DCC (Starting Point Advisory Team) at 2:05pm who advised:

- Referral accepted due to previous involvement
- School not to contact parents based on risk assessment
- Await further information as being processed as a single assessment

Agreed actions for school:

- DSL team to monitor alongside S.Taff (class teacher)

- | |
|---|
| <ul style="list-style-type: none">- Mr S.Afeguard to contact Mrs S.Care daily for updates |
| <u>DSL Team Meeting (10/10/23)</u> <ul style="list-style-type: none">- A.Pupil has made no further disclosures and is responding well to playtime, lunchtime and afternoon check ins- Mrs S.Care allocated worker and visited family home on 3/10/23 at 4pm- Strategy meeting took place on 9/10/23 and family stepped up to Child in Need |