



Safeguarding & Child Protection Policy Policy

Signed by headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

Date of Approval: November 2025

Date for review: November 2026



1. Statement of Intent
2. Legal Framework
3. Definitions and Key Terms
4. Roles and Responsibilities
5. Multi-Agency Working
6. Early Help and Below-Threshold Support
7. Contextual Safeguarding
8. Children Missing from Education
9. Specific Safeguarding Issues
10. Child-on-Child Abuse
11. Online Safety and Use of Technology
12. Children Potentially at Greater Risk
13. Use of Premises & Off-Site Provision
14. Raising Concerns About Pupils
15. Allegations Against Staff, Volunteers and Contractors
16. Low-Level Concerns Framework
17. Information Sharing & Confidentiality
18. Record-Keeping & Retention
19. Safer Recruitment & Single Central Record
20. Curriculum & Education for Safeguarding
21. Whistleblowing
22. Training & Ongoing Awareness
23. Monitoring, Review, and Addenda
24. Appendices – Key Contacts & Flowchart

1. Statement of intent

At Bitterne Manor Primary School, the safety and wellbeing of every child is our highest priority. We are committed to safeguarding and promoting the welfare of all children and young people, and we expect all staff, governors, volunteers, and visitors to share this commitment.

We believe that:

- All children have the right to be protected from abuse and harm.
- Safeguarding is everyone's responsibility.
- Children's voices and experiences must be central to safeguarding practice.
- Effective safeguarding is underpinned by a culture of vigilance, professional curiosity, and early intervention.

This policy sets out how we will fulfil our statutory duties to safeguard children, how concerns will be managed, and how safeguarding is embedded across all aspects of school life. It also outlines the expectations placed on all adults working with children and the procedures that must be followed where there are concerns about a child's welfare.

We will:

- Provide a safe, nurturing environment where children can learn, grow, and thrive.
- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or in difficulty.
- Work in partnership with parents, carers, and external agencies to safeguard children.
- Equip children with the knowledge and skills they need to keep themselves safe, both in and out of school, including online.

- Regularly train staff and ensure safeguarding remains a whole-school priority.
- Monitor and evaluate our safeguarding practice to ensure continuous improvement.

Safeguarding and promoting the welfare of children means:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes; and
- protecting children from all forms of online abuse and harm.

This policy applies to all staff, governors, volunteers, visitors, contractors, and anyone else working on behalf of Bitterne Manor Primary School.

2. Legal Framework

This policy has been written with regard to and in compliance with the following legislation, statutory guidance, and national/local frameworks:

Key Statutory Guidance

- Keeping Children Safe in Education (KCSIE) – DfE, 2025
- Working Together to Safeguard Children – DfE, 2023
- Prevent Duty Guidance – Home Office, updated 2023
- Information sharing: Advice for practitioners – DfE, 2018
- What to do if you're worried a child is being abused – DfE, 2015

Key Legislation

- Children Act 1989 & 2004
- Education Act 2002
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018 & UK GDPR
- Sexual Offences Act 2003
- Domestic Abuse Act 2021
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
- Online Safety Act 2023
- Marriage and Civil Partnership (Minimum Age) Act 2022

Local Guidance

- Southampton Safeguarding Children Partnership (SSCP) local procedures
- Children's Resource Service (CRS) referral processes
- Family Early Intervention Model and Threshold Document (Southampton)

This policy should be read alongside the following Bitterne Manor Primary School policies:

- Whistleblowing Policy
- Staff Code of Conduct
- Online Safety Policy
- Anti-Bullying Policy
- Behaviour Policy

3. Definitions and Key Terms

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. It means:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes; and
- protecting children from all forms of online abuse and harm.

Key Terminology:

- **Child Protection** is part of safeguarding and refers to the processes undertaken to protect children who are identified as suffering, or likely to suffer, significant harm.
- **Significant Harm** – The threshold that justifies compulsory intervention in family life under Section 47 of the Children Act 1989. Harm includes ill-treatment or impairment of health and development, and can be physical, emotional, sexual or neglect.
- **Designated Safeguarding Lead (DSL)** – The senior member of staff with lead responsibility for safeguarding and child protection. At Bitterne Manor Primary School, the DSL is **Amy Hughes**.
- **Deputy DSL (DDSL)** – Supports and deputises for the DSL. At Bitterne Manor Primary School, the DDSLs are **Kim Abbott** and **Amy Southwick**.
- **Looked-After Child (LAC)** – A child who is in the care of a local authority.
- **Previously Looked-After Child (PLAC)** – A child who was looked after but is no longer in care due to adoption, special guardianship, or child arrangements orders.
- **Early Help** – Providing support as soon as a problem emerges, at any point in a child's life, to prevent issues from escalating.
- **Contextual Safeguarding** – Recognising that children can be at risk of harm outside the home, such as in peer groups, online, or in the community.
- **DSL Team** – The DSL and deputy DSLs together form the safeguarding leadership team. They coordinate safeguarding practice, training, case management, and liaison with external agencies.

4. Roles and Responsibilities

Safeguarding is everyone's responsibility. All staff, governors, volunteers, contractors, and visitors have a duty to safeguard children and promote their welfare.

4.1 Governing Board

The governing board will:

- Ensure there is an effective safeguarding policy in place and review it annually.
- Appoint a nominated governor for safeguarding who liaises with the DSL and the headteacher.
- Ensure that the school complies with statutory duties, including safer recruitment.
- Monitor safeguarding practice and hold school leaders to account.
- Ensure appropriate filtering and monitoring systems are in place for online safety.
- Oversee training and ensure staff receive regular updates.

4.2 Headteacher

The headteacher will:

- Ensure that this policy is implemented and adhered to by all staff.
- Allocate sufficient time, training, and resources to the DSL and safeguarding team.
- Ensure all staff understand their safeguarding responsibilities.
- Support the governing board in fulfilling its statutory duties.
- Ensure safer recruitment procedures are followed.

- Create a culture where safeguarding is everyone's responsibility.

4.3 Designated Safeguarding Lead (DSL)

The DSL (Amy Hughes) has lead responsibility for safeguarding and child protection, including:

- Managing referrals to the Children's Resource Service (CRS), police, and other agencies.
- Acting as a point of contact for staff with safeguarding concerns.
- Liaising with the local authority, SSCP, LADO, and other agencies.
- Ensuring staff have access to up-to-date policies and procedures.
- Maintaining accurate, secure, and confidential child protection records.
- Promoting a safeguarding culture across the school.
- Supporting staff to recognise and respond to safeguarding issues.
- Ensuring the child's voice is central to safeguarding practice.

The DSL is given the time, funding, and training necessary to fulfil this role.

4.4 Deputy DSLs

Deputy DSLs (Kim Abbot and Amy Southwick) support the DSL and are trained to the same level. They will assume full responsibility in the DSL's absence.

4.5 All Staff

All staff, including teachers, support staff, supply staff, and volunteers must:

- Understand and follow this policy and related procedures.
- Be aware of indicators of abuse and neglect.
- Immediately report any concerns about a child to the DSL or a DDSL.
- Record concerns accurately and factually.
- Act in the best interests of the child at all times.
- Maintain appropriate levels of confidentiality.
- Undertake regular safeguarding training and updates.
- Model safe, respectful, and professional behaviour.

4.6 Contractors and Visitors

- Must follow school safeguarding procedures and report concerns immediately to the DSL.
- Are not left unsupervised with children unless appropriate checks have been completed.

4.7 Children

- Are encouraged to share concerns and know who to talk to.
- Are taught how to keep themselves and others safe, including online.

5. Multi-Agency Working

Bitterne Manor Primary School recognises that safeguarding children is most effective when agencies work together. We are committed to building strong, respectful partnerships with parents, carers, the local authority, and other relevant organisations to secure the best outcomes for every child.

5.1 Statutory Duties

Section 10 of the Children Act 2004 places a duty on all agencies, including schools, to cooperate with local partners such as health services, police, and children's social care to promote the welfare of children.

Section 11 of the same Act places a duty on schools to safeguard and promote the welfare of children.

5.2 Working with Southampton Safeguarding Children Partnership (SSCP)

We follow the local procedures and guidance issued by the **Southampton Safeguarding Children Partnership (SSCP)**. This includes the **Family Early Intervention Model and Threshold Document**, which sets out the criteria for early help and statutory intervention.

The DSL is responsible for keeping up to date with local procedures and ensuring they are shared with all relevant staff.

5.3 Referrals and Escalation

- All staff must report safeguarding concerns immediately to the DSL or a DDSL.
- The DSL will assess the level of need using the SSCP threshold guidance and decide whether to:
 - Provide support within school
 - Initiate early help
 - Make a referral to the **Children's Resource Service (CRS)**
- If a child is at risk of **immediate harm**, the DSL will contact CRS or the police without delay.
- If staff feel that their safeguarding concerns are not being addressed appropriately, they have a duty to escalate these concerns. This may include contacting CRS directly.

5.4 Information Sharing

We share information with other agencies in line with the principles of the **Data Protection Act 2018** and **UK GDPR**, and the government's guidance on *Information Sharing (2018)*.

- Safeguarding concerns always override concerns about confidentiality.
- Information will only be shared with those who need it to keep a child safe.
- Records of decisions to share information, and the reasons for them, will be kept securely.

5.5 Working with Parents and Carers

We aim to build strong relationships with parents and carers. In most cases, we will discuss safeguarding concerns with them before making referrals.

However, we will not do so if it could place the child at greater risk of harm, interfere with a criminal investigation, or lead to evidence being destroyed.

6. Early Help and Below-Threshold Support

At Bitterne Manor Primary School, we recognise that providing **early help** is more effective in promoting the welfare of children than reacting later. Early help means taking action as soon as a problem emerges, at any point in a child's life, from early years through to teenage years.

6.1 Our Commitment

We will:

- Identify children and families who would benefit from early help.
- Undertake an assessment of the need for early help.
- Provide targeted early help services to address assessed needs.
- Refer to appropriate external agencies as necessary.

6.2 Examples of Early Help Support

Examples of support provided or coordinated by the school include:

- Emotional Literacy Support Assistant (ELSA) sessions
- 1:1 mentoring and pastoral support

- Attendance support and family liaison
- Signposting families to family hubs, health visitors, or parenting courses
- Referrals to voluntary and community sector services
- Multi-agency Team Around the Family (TAF) meetings

6.3 Early Help Assessment

Where more structured support is needed, the DSL may initiate an **Early Help Assessment**. This involves working with the child, their family, and relevant professionals to identify needs and agree an action plan.

6.4 Professional Curiosity

Staff must remain professionally curious — noticing subtle signs, asking questions, and seeking to understand a child's lived experience. No concern is too small to record or discuss with the DSL.

7. Contextual Safeguarding

We recognise that children may be at risk of harm in contexts **outside of their families and the school**. These risks can occur in peer groups, online, in the community, or in other environments such as sports clubs or youth groups.

7.1 Understanding Context

When assessing concerns about a child's safety, we consider:

- Peer group dynamics, including potential harmful influences
- Neighbourhood and community factors (e.g. gangs, exploitation)
- Online spaces and social media
- Risks posed during travel to and from school

7.2 Our Approach

- We teach children how to recognise and respond to risks beyond the home.
- We share contextual information with other agencies where appropriate.
- We work with parents, local services, and police to reduce risks in the community.
- We pay particular attention to safeguarding during **transition points** (e.g. moving schools, changing peer groups).

8. Children Missing from Education (CME)

Children missing from education can be at significant risk of abuse, neglect, exploitation, radicalisation, or trafficking. At Bitterne Manor Primary School, we take our duty to respond robustly to absence seriously and follow statutory guidance under the **Education (Pupil Registration) (England) Regulations 2006** and *KCSIE 2025*.

8.1 Identification and Response

- **Daily Attendance Monitoring:** Absences are followed up promptly. Parents are contacted on the first day of absence if no reason is provided.
- **Unexplained Absences:** Where a pupil's whereabouts are unknown, and contact cannot be made with parents/carers, the DSL will consider a safeguarding response and may contact the **Children's Resource Service (CRS)**.
- **Ten Days Continuous Absence:** If a pupil has been absent without authorisation for **10 consecutive school days**, we will notify the local authority.
- **Failure to Start:** If a child does not attend school after a place has been offered, we will inform the local authority within **5 school days**.

8.2 Risk Indicators

Staff should be alert to the following situations:

- Frequent or unexplained absences
- Sudden withdrawal from school
- Plans for a family to move abroad at short notice
- Signs of abuse, neglect, or exploitation before absence

All concerns about CME must be reported to the DSL immediately.

9. Specific Safeguarding Issues

Abuse, neglect, and exploitation can take many forms. Staff must be aware of the signs and indicators of different types of harm and how to respond.

9.1 Types of Abuse (as defined in KCSIE 2025)

- **Physical abuse:** Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm.
- **Emotional abuse:** Persistent emotional maltreatment that causes severe and adverse effects on a child's emotional development.
- **Sexual abuse:** Forcing or enticing a child to take part in sexual activities, including non-contact activities such as watching sexual acts or being groomed online.
- **Neglect:** Persistent failure to meet a child's basic physical and/or psychological needs.

9.2 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Children can be exploited for sexual or criminal purposes, often involving coercion, manipulation, or deception.

- Indicators include unexplained gifts, changes in behaviour, associations with older peers, and unexplained absences.
- Exploitation may occur online as well as in person.
- The DSL will complete an exploitation assessment and refer to CRS if concerns arise.

9.3 County Lines

"County lines" refers to criminal networks exploiting children to move and sell drugs across regions. Indicators may include frequent travel, unexplained money or items, and increased police contact.

9.4 Female Genital Mutilation (FGM)

FGM is illegal under the **Female Genital Mutilation Act 2003**. Teachers have a statutory duty to report **known cases** of FGM on girls under 18 directly to the police.

- Staff should be alert to signs such as talk of "special procedures" or travel abroad for "family reasons".
- Concerns must be reported immediately to the DSL.

9.5 So-Called Honour-Based Abuse (HBA) and Forced Marriage

HBA includes harmful practices such as forced marriage, breast ironing, and "honour"-related violence. Forced marriage is a criminal offence.

- Signs include surveillance by family members, self-harm linked to family control, or talk of a planned overseas trip.
- All concerns must be shared with the DSL immediately.

9.6 Radicalisation and Extremism – The Prevent Duty

Under the **Counter-Terrorism and Security Act 2015**, schools have a duty to prevent people from being drawn into terrorism.

- Indicators include changes in ideology, use of extremist language, isolation, or accessing extremist materials online.
- Staff must report concerns to the DSL, who may refer to the local Prevent team or police.

9.7 Domestic Abuse

Children can suffer directly and indirectly from domestic abuse. The **Domestic Abuse Act 2021** recognises children as victims in their own right.

- Signs include emotional withdrawal, aggression, or frequent absence.
- The school participates in **Operation Encompass**, receiving notifications from police when domestic abuse has occurred in a child's home.

9.8 Online Abuse and Emerging Technologies

- Children may be targeted online through grooming, exploitation, or exposure to harmful content.
- Staff should be aware of new risks, including **AI-generated abuse images** and **deepfakes**.
- All online concerns must be referred to the DSL and, if necessary, to the police.

9.9 Youth-Produced Sexual Imagery (Sexting)

- Creating or sharing sexual images of anyone under 18 is illegal.
- Staff must not view, copy, or share such images. They must report immediately to the DSL, who will follow national guidance and seek police advice if necessary.

9.10 Mental Health and Safeguarding

- There is a strong link between mental health and safeguarding.
- Staff should report any concerns about a child's mental health to the DSL.
- Support may include referrals to school-based pastoral support, CAMHS, or early help services.

10. Child-on-Child Abuse

Children can abuse other children. This includes physical abuse, sexual violence and harassment, bullying, online abuse, and coercive or controlling behaviour.

10.1 Our Approach

At Bitterne Manor Primary School, we take a **zero-tolerance** approach to all forms of child-on-child abuse. We recognise that such abuse can occur both in person and online, inside and outside school.

10.2 Types of Child-on-Child Abuse

- Physical abuse (e.g. hitting, kicking, biting)
- Sexual violence and harassment
- Upskirting (criminal offence under the **Voyeurism (Offences) Act 2019**)
- Bullying (including cyberbullying)
- Hazing and initiation-type violence
- Coercive control and exploitation
- Abuse within intimate relationships between children

10.3 Response and Support

- All concerns must be reported to the DSL.
- Both the victim and the alleged perpetrator will be supported.
- The DSL will assess whether the behaviour is a safeguarding concern and liaise with CRS or the police as required.

- Parents will be informed where appropriate.
- A risk assessment will be carried out, and ongoing support will be provided for all children involved.
- Serious incidents may lead to exclusion or police involvement.

10.4 Prevention

We take proactive steps to prevent child-on-child abuse, including:

- Teaching respectful relationships, consent, and boundaries in the curriculum.
- Challenging prejudicial or harmful language immediately.
- Creating a culture where pupils feel confident to report concerns.
- Training staff to recognise and respond to harmful sexual behaviour.

11. Online Safety and Use of Technology

Online safety is a key safeguarding priority at Bitterne Manor Primary School. Children face risks online including abuse, exploitation, grooming, radicalisation, bullying, and exposure to inappropriate content. Technology can also be used to facilitate offline harm.

11.1 Whole-School Approach

We take a whole-school approach to online safety that includes:

- **Education:** Teaching children how to stay safe online, manage risks, and report concerns.
- **Filtering and Monitoring:** Ensuring appropriate systems are in place to block harmful content and monitor usage, as required by KCSIE 2025.
- **Staff Training:** Regular updates on emerging online risks and digital safeguarding.
- **Policy and Practice:** Applying our Online Safety Policy and Behaviour Policy consistently to manage online incidents.

11.2 Devices and Technology

- School devices are monitored and filtered in line with DfE filtering and monitoring standards.
- Children's use of personal devices during school hours is limited and supervised.
- Staff must only use school-approved platforms for communication with pupils and families.
- Staff must not use personal devices to contact pupils or store pupil data.

11.3 Responding to Online Incidents

- All online safety concerns must be reported to the DSL.
- The DSL will follow statutory guidance and liaise with police or CRS where necessary.
- Children involved in online abuse will be supported, and appropriate sanctions will be applied.
- We work with parents and carers to promote safe online use at home.

12. Children Potentially at Greater Risk

Some children face additional barriers to recognising and reporting abuse or may be more vulnerable to harm. Staff must be especially vigilant in identifying safeguarding concerns for these children.

Groups include but are not limited to:

- Children with **special educational needs or disabilities (SEND)**
- **Looked-after children (LAC)** and **previously looked-after children (PLAC)**
- Children who are **young carers**
- Children experiencing **homelessness, poverty, or family breakdown**
- Children who are **absent from education**
- Children from families facing **substance misuse, domestic abuse, or mental health difficulties**
- Children who have **experienced trauma or bereavement**

- Children who identify as **LGBTQ+**

Staff must consider how additional vulnerabilities affect the child's lived experience and tailor support and interventions accordingly.

13. Use of Premises and Off-Site Provision

Bitterne Manor Primary School recognises its responsibility to safeguard children not only on school premises but also in any setting where we provide education or activities.

13.1 Visitors and External Providers

- All visitors are required to sign in and will not have unsupervised access to children unless appropriate safeguarding checks have been completed.
- External providers (e.g. clubs, coaches, specialists) must comply with the school's safeguarding policy and provide evidence of their own safeguarding procedures.

13.2 Work Experience and Alternative Provision

- The school will ensure that any alternative provision or work experience placement has appropriate safeguarding arrangements in place.
- DSLs will liaise with providers to share relevant safeguarding information and ensure ongoing communication.

13.3 Homestays and Hosting

- Where homestay arrangements are organised by the school (e.g. for exchange visits), we will follow the **Keeping Children Safe in Education** guidance on private fostering and ensure DBS checks and suitability assessments are completed.

14. Raising Concerns About Pupils

All staff must act immediately if they are worried about a child's welfare. It is not the responsibility of staff to investigate concerns or decide if a child has been abused — but they must **report all concerns**.

14.1 Recognising Concerns

Staff should be alert to:

- Indicators of abuse or neglect
- Sudden changes in behaviour
- Frequent or unexplained absences
- Signs of exploitation or grooming
- Concerns raised by the child, their peers, or parents

14.2 Reporting Concerns

- Staff must report concerns **immediately** to the DSL or, in their absence, a DDSL.
- Concerns should be recorded accurately, factually, and without delay.
- Staff should not promise confidentiality to a child but should explain that they will share the information to help keep them safe.
- Concerns can be reported verbally but must be followed by a written record.

14.3 DSL Actions

On receiving a concern, the DSL will:

- Review the information and consider the SSCP threshold guidance.
- Decide whether the concern can be managed within school, requires early help, or needs referral to CRS or police.

- Ensure all actions and decisions are recorded.
- Keep the referrer updated on the outcome where appropriate.

14.4 Immediate Risk

If a child is in **immediate danger**, staff must contact the police (999) or CRS directly and inform the DSL as soon as possible.

15. Allegations Against Staff, Volunteers, and Contractors

Bitterne Manor Primary School takes all allegations against adults working with children extremely seriously. We follow the statutory guidance in *KCSIE 2025*, *Working Together 2023*, and local SSCP procedures.

15.1 Scope

This section applies to all adults working in or on behalf of the school, including:

- Employees and supply staff
- Volunteers
- Governors
- Contractors and visitors
- Agency workers and peripatetic staff

15.2 Types of Allegation

An allegation may relate to a person who has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved in a way that indicates they may not be suitable to work with children

15.3 Reporting Allegations

- All allegations or concerns about staff must be reported immediately to the headteacher.
- If the concern is about the headteacher, it must be reported to the Chair of Governors.
- The headteacher (or Chair of Governors) will contact the **Local Authority Designated Officer (LADO)** without delay to discuss the next steps.
- No attempt should be made to investigate the allegation before consultation with the LADO.

15.4 Managing Allegations

- The school will follow SSCP procedures and LADO guidance.
- The accused person will not be informed of the allegation until advised by the LADO.
- Suspension will only be considered where a child is at risk of significant harm or where necessary to allow an investigation.
- Staff subject to allegations will be offered support, including access to occupational health or counselling services.

16. Low-Level Concerns Framework

Low-level concerns are behaviours that do not meet the threshold of harm but are inconsistent with the Staff Code of Conduct. Examples include:

- Overly familiar language or behaviour
- Breaching professional boundaries
- Favouritism or one-to-one contact without clear reason

16.1 Reporting Low-Level Concerns

- All staff must report low-level concerns to the headteacher or DSL.
- Concerns should be recorded, reviewed, and addressed promptly
- A record of low-level concerns will be maintained securely and monitored for patterns of behaviour.

16.2 Responding to Low-Level Concerns

- The headteacher or DSL will decide on appropriate action, which may include further training, supervision, or disciplinary action.
- Where a pattern of behaviour emerges, or a concern escalates, the matter will be reviewed under the allegations process (Section 15).

17. Information Sharing and Confidentiality

Safeguarding requires the sharing of relevant information with professionals and agencies. We follow the guidance in *Information Sharing: Advice for Practitioners* (DfE, 2018).

17.1 Key Principles

- The **Data Protection Act 2018** and **UK GDPR** are not barriers to sharing information where it is necessary to safeguard a child.
- Information will only be shared with those who need it for legitimate safeguarding purposes.
- Decisions to share or withhold information will be recorded, including the reasons.
- Children and families will be informed if information is shared, unless doing so would place a child at risk or compromise an investigation.

17.2 Professional Judgement

Staff must use professional judgement when deciding whether to share information. If in doubt, they should seek advice from the DSL or the local authority.

18. Record-Keeping and Retention

Accurate and secure record-keeping is essential to safeguarding practice.

18.1 Expectations

- All safeguarding concerns, discussions, decisions, and actions must be recorded promptly and accurately.
- Records must be factual, clear, and include the child's voice where possible.
- Records must be stored securely and separately from the child's main school file.
- Only designated staff have access to safeguarding records.

18.2 Transferring Records

- When a child transfers to another school, their safeguarding file will be transferred securely and directly to the new DSL.
- A record of the transfer will be retained by Bitterne Manor Primary School.

18.3 Retention

- Safeguarding records will be retained in line with statutory requirements and the local authority retention schedule, typically until the child's 25th birthday.

19. Safer Recruitment and Single Central Record

Bitterne Manor Primary School follows safer recruitment practices to ensure that all staff and volunteers are suitable to work with children.

19.1 Recruitment Procedures

- At least one member of every recruitment panel has completed safer recruitment training.
- Advertisements, job descriptions, and person specifications include a safeguarding statement.
- Shortlisted candidates are asked about safeguarding in interviews.
- Pre-appointment checks include:
 - Enhanced DBS checks (including barred list where appropriate)
 - Identity verification
 - Right to work in the UK
 - Qualification checks (where applicable)
 - Overseas checks (where applicable)
 - Prohibition from teaching and management checks (where applicable)

19.2 Single Central Record (SCR)

- The school maintains a Single Central Record of recruitment and vetting checks.
- The SCR is regularly audited by the DSL and headteacher.
- Governors are responsible for ensuring compliance with statutory requirements.

20. Curriculum and Education for Safeguarding

Safeguarding is woven throughout our curriculum to equip children with the knowledge and skills to keep themselves and others safe.

20.1 Teaching and Learning

Through PSHE, computing, and other curriculum areas, children learn about:

- Healthy and respectful relationships
- Consent and personal boundaries
- Online safety and digital citizenship
- Mental health and emotional wellbeing
- Recognising abuse and how to seek help
- Equality, diversity, and respect for others

We also respond to pupil voice and local safeguarding trends when planning curriculum content.

20.2 Pupil Voice

We value the views of our pupils and ensure their voices shape our safeguarding practice. We do this by:

- Encouraging open dialogue through class discussions, ELSA sessions, and surveys
- Involving children in shaping school policies and curriculum
- Ensuring pupils know who they can speak to if they are worried

21. Whistleblowing

Bitterne Manor Primary School is committed to the highest standards of openness, integrity, and accountability. Staff must raise concerns if they believe children are not being safeguarded effectively.

21.1 Reporting Concerns

- Staff should first raise concerns with the headteacher or DSL.
- If the concern involves the headteacher, staff should contact the Chair of Governors.

- Concerns can also be reported directly to the local authority, Ofsted, or the NSPCC whistleblowing helpline (0800 028 0285).

21.2 Protection for Whistleblowers

Staff will not suffer detriment or victimisation for raising genuine concerns in good faith, even if they are mistaken.

22. Training and Ongoing Awareness

All staff, governors, and volunteers must receive appropriate safeguarding and child protection training.

22.1 Induction

- All new staff receive safeguarding induction, including this policy, the Staff Code of Conduct, and information about the DSL team.
- They are trained in recognising abuse, reporting concerns, and professional conduct.

22.2 Ongoing Training

- All staff receive formal safeguarding training at least annually.
- Safeguarding updates are shared throughout the year via briefings, newsletters, and CPD sessions.
- DSLs undertake training every two years and regular updates in between.

22.3 Specialist Training

Staff with additional responsibilities (e.g. safer recruitment, ELSA, online safety) receive relevant specialist training.

23. Monitoring, Review, and Addenda

This policy will be reviewed annually by the governing board and updated in response to:

- Changes in legislation or statutory guidance
- Learning from serious case reviews or audits
- Emerging safeguarding risks
- Changes to local procedures or referral pathways

Where urgent changes are required, addenda will be issued between review dates and shared with staff.

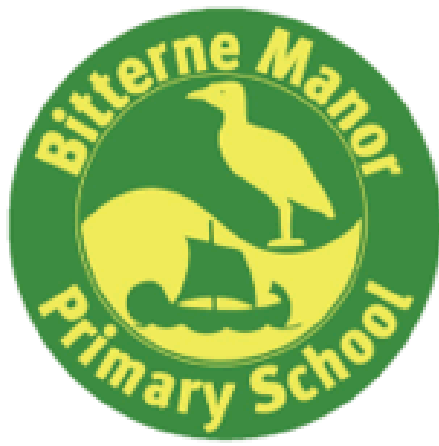
24. Appendices

24.1 Key Local Safeguarding Contacts

Agency / Service	Contact
Children's Resource Service (CRS) – Southampton	Tel: 023 8083 3004
Local Authority Designated Officer (LADO) – Southampton	Tel: 023 8091 5535
Southampton Safeguarding Children Partnership (SSCP)	www.southamptonscp.org.uk
Police – Emergency	999
Police – Non-emergency	101
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285

24.2 Reporting a Concern – Flowchart

1. **You have a concern** about a child's safety or welfare.
2. **Report immediately** to the DSL (Amy Hughes) or a DDSL (Kim Abbot / Amy Southwick).
3. DSL assesses and decides whether:
 - Support can be provided internally
 - Early help is appropriate
 - Referral to CRS or police is required
4. If **immediate danger**, call **999** or contact **CRS** directly.
5. DSL records actions, decisions, and outcomes securely.



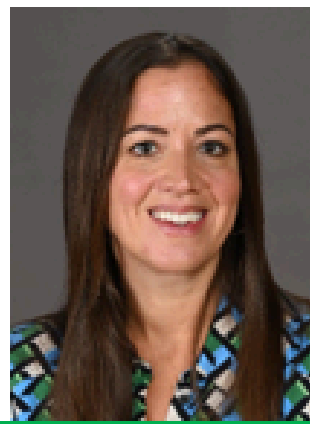
Safeguarding Team

Everyone is responsible for safeguarding children.

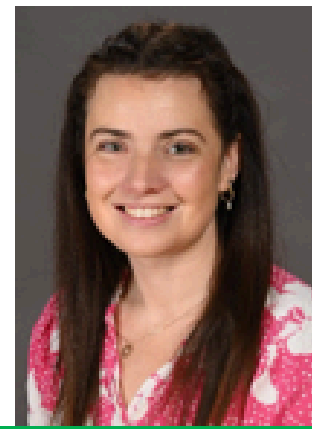
Children	Adults
Are you worried about something in school or at home? Do you have a friend who is upset?	If you are concerned about a child, report it immediately.
You can talk to any adult in school, but especially our safeguarding team!	Record it on CPOMS and alert the DSLs below



Miss Hughes
Headteacher
Designated Safeguarding Lead



Mrs Abbott
Assistant Head
Deputy Designated Safeguarding Lead



Mrs Southwick
Assistant Head
Deputy Designated Safeguarding Lead

If you are concerned about the DSL, please contact the Chair of Governors

Children's Resource Service:

02380 83 2300

02380 23 3344



CPOMS



Safeguarding & Child Protection – Staff Quick Reference Guide

Bitterne Manor Primary School

1. Our Commitment






At Bitterne Manor Primary School, safeguarding is everyone's responsibility. Every adult in school must help protect children from abuse, neglect, and harm, and promote their wellbeing.

Safeguarding means:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes; and
- protecting children from all forms of online abuse and harm.

If you are ever unsure — **always speak to the DSL.**

2. Key People and Contacts

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Amy Hughes	via school office
Deputy DSLs	Kim Abbott / Amy Southwick / Kirsty Niziolek	via school office
Children's Resource Service (CRS)	Southampton	 023 8083 3004
Local Authority Designated Officer (LADO)	Southampton	 023 8091 5535
Police (Emergency)		 999
Police (Non-Emergency)		 101
NSPCC Helpline		 0808 800 5000

3. What to Do if You're Worried About a Child

 **If a child is in immediate danger:**

- Call **999**
- Inform the DSL **as soon as possible**

 **If you have a concern (not immediate danger):**

1. **Notice** – Stay vigilant for any signs of abuse, neglect, or exploitation.
2. **Record** – Write down what you've seen or heard **as soon as possible**. Use clear, factual language and include the date/time.
3. **Report** – Speak to the **DSL (Amy Hughes)** or **DDSL** immediately.
4. **Do not** investigate, question the child extensively, or promise confidentiality.
5. **Follow up** – The DSL will decide on the next steps (support, early help, referral to CRS or police).

✓ *No concern is too small. Always report – even if you're unsure.*

4. Recognising Abuse and Neglect

Be alert to the four main types of abuse:

- **Physical abuse:** Hitting, shaking, burning, poisoning.
- **Emotional abuse:** Constant criticism, humiliation, causing fear.
- **Sexual abuse:** Inappropriate touching, exploitation, grooming, exposure to sexual content.
- **Neglect:** Failure to meet basic needs, lack of supervision, persistent absence.

Also watch for **specific safeguarding issues:**

- Child Sexual or Criminal Exploitation (CSE/CCE)
- County Lines and gang involvement
- Female Genital Mutilation (FGM) – teachers must report known cases to the police
- So-called Honour-Based Abuse (HBA) and forced marriage
- Radicalisation and extremism (Prevent Duty)
- Domestic abuse
- Online abuse and grooming (including AI-generated content and deepfakes)
- Youth-produced sexual imagery (sexting)
- Children missing from education
- Mental health concerns linked to abuse

If anything feels “not quite right”, share it with the DSL.

5. Child-on-Child Abuse

Children can harm other children. This includes bullying, sexual violence or harassment, coercion, online abuse, and relationship abuse.

Our approach:

- **Zero tolerance** – all incidents are taken seriously.
 - Report all concerns to the DSL.
 - Both victims and alleged perpetrators receive support.
 - Serious incidents may involve police or social care.
-

6. Online Safety

Children face significant risks online. You must:

- Teach and model safe online behaviour.
- Use only school-approved platforms.
- Never communicate with pupils via personal devices.
- Report online incidents (e.g. sexting, grooming, harmful content) to the DSL immediately.

Filtering and monitoring systems are in place, but **vigilance is still essential.**

7. Children at Greater Risk

Be especially alert when working with children who are:

- SEND or have additional needs
- Looked-after (LAC) or previously looked-after (PLAC)
- Young carers
- Experiencing poverty, trauma, or family difficulties
- LGBTQ+ or from minority backgrounds

- Missing from education
-

8. Allegations and Low-Level Concerns About Adults

Allegations (serious):

If you believe an adult has:

- Harmed or may harm a child
- Committed a criminal offence against a child
- Behaved in a way that indicates they may pose a risk

➔ Report immediately to the **headteacher**.

➔ If the allegation is about the headteacher, report to the **Chair of Governors**.

➔ They will contact the **LADO** before any action is taken.

Low-Level Concerns:

Behaviours that don't meet the threshold of harm but breach professional boundaries (e.g. overfamiliarity) must also be reported to the **headteacher or DSL**. These are recorded and monitored.

9. Whistleblowing

If you believe safeguarding concerns are not being acted on, you must raise the issue.

- Speak to the **headteacher** or **Chair of Governors**.
- Contact the **local authority, Ofsted**, or the **NSPCC Whistleblowing Line (0800 028 0285)**.

You are protected by law when reporting concerns in good faith.

10. Key Principles for All Staff

- 👁️ **Be vigilant** – notice changes in behaviour, attendance, or presentation.
 - 📝 **Record and report** – factually, promptly, and through the correct channels.
 - 🧠 **Be curious** – ask gentle, open questions and seek to understand the child's lived experience.
 - 👦 **Listen to children** – take all disclosures seriously and report immediately.
 - 🤝 **Work together** – safeguarding is most effective when we collaborate with families and agencies.
 - 🔄 **Keep learning** – attend all required training and read updates from the DSL.
-

Remember:

You do not need to be certain that abuse is happening. If you are concerned – act. The DSL will decide the next steps.