



Child Protection & Safeguarding Policy

Responsible for policy:

Date of policy:

Date approved by Board:

Date of review:

Policy Status:

Chair of Directors

Local Governing Body

September 2026

September 2026

July 2027

Compliance/ KCSIE 2026



Contents

0 Key Personnel.....	3
1 Definitions.....	4
2 Introduction	5
3 Roles and Responsibilities	7
4 Types Of Abuse, Neglect and Exploitation	12
5 Responding to Signs of Abuse.....	18
6 Record-keeping	28
7 Photography and Images	29
8 Family Help Assessment	29
9 Staff training.....	30
10 Safer Recruitment.....	31
11 Allegations Of Abuse Against Staff	32
12 Promoting Safeguarding And Welfare In The Curriculum.....	34
13 Children Looked After.....	35
14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs	35
15 Use Of Reasonable Force and other restrictive interventions	36
16 Work Experience/ Alternative Provision	36
17 Use of school or college premises for non-school activities	38
18 Children Staying With Host Families	38
19 Boarding Schools And Residential Settings	38
20 Summary	38
Appendix A- List of relevant policies.....	39
Appendix B – Further Safeguarding Information	40
Appendix C - Teacher Standards	47

This Contents page is hyper-linked to the sections.

0 Key Personnel

- **Principal:** Megan Scullion
- **Designated Safeguarding Lead:** Megan Scullion, Principal
- **Deputy Designated Safeguarding Lead:** Lorraine Sweatman, Rebecca Turner, Lisa Priest, Charlene Ellis
- **Named Governor for Safeguarding:** Tracey Seery
- **Chair of Governors:** Paul O'Donnell
- **Vice Chair of Governors:** Carlos Fernandez
- **Romero MAC Designated Safeguarding Lead:** Helen Quinn (CEO)
- **Named Director for Safeguarding** Eleanor Barry, Vice Chair and Chair of CC3
- **Designated Lead for Children Looked After and Previously Looked-After:** Megan Scullion
- **Family Help Assessment Co-ordinator:** Lorraine Sweatman
- **Local Authority designated officer:** Natasha Williams Lado@coventry.gov.uk
- **Safeguarding in Education Advisers:** Sarah Olowo Sarah.Olowo@coventry.gov.uk
Charlotte Hegarty charlotte.hegarty@coventry.gov.uk
- **Children and family initial response team:** MASH@coventry.gov.uk (due to change) or 024-76788555
- **Children and family initial response service**
Education Co-Ordinator: Claire McElroy claire.mcelroy@coventry.gov.uk
- **Prevent:** Prevent@coventry.gov.uk
- **Emergency Duty Team:** 024 7683 2222

1 Definitions

In this **Child Protection & Safeguarding Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **Induction Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Team.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Chair'** means the Chair of the Board or the Chair of the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Governance Professional'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- vi **'CEO'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- viii **'Local Governing Body'** means the governing body of the School.
- ix **'Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School
- x **'Principal'** means the substantive Principal, who is the person with overall responsibility for the management of the school.
- xi **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- xii **'Shared Services Team'** means the staff who work in the central team across the Company (e.g. HR/ Finance)
- xiii **'Vice-Chair'** means the Vice-Chair of the Governing Body elected from time to time.
- xiv **'Safeguarding'** is defined in **Keeping Children Safe in Education (2026)** as;
 - 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 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; and
 - taking action to enable all children to have the best outcomes.
- xv **'Child Protection'** is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.
- xvi **'Child'** refers to everyone under the age of 18.
- xvii **'Parent'** refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents, foster carers.
- xviii **'Staff'** or **'members of staff'** refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers, directors and diocesan trustees working in or on behalf of the school.
- xix Within this policy, we use the term **'victim'**, although it is recognised that not everyone **subjected to abuse would** consider themselves to be a victim or would want to be described in this way. We also recognise the importance of not using the terminology of **'perpetrator'** in relation to children in cases where the behaviour can be harmful to both parties. The appropriate use of terminology will be determined on a case-by-case basis.
- xx **'Appropriate adult'** an appropriate adult (AA) is an independent person who supports and advocates for a vulnerable suspect, such as a child or someone with a mental health condition or learning disability, during police interviews or other procedures. Their crucial role is to ensure the suspect's rights, welfare, and interests are protected by helping them understand procedures and their rights, facilitating communication, and making sure the police act fairly.

2 Introduction

2.1 We recognise that safeguarding, child protection, and promoting the welfare of children is an essential part of our duty of care to all students. As such, all staff and governors have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is a “shared” responsibility and that everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of ‘it could happen here’ and will consider what is in the best interests of each child in line and upholding the Human Rights Act 1998 and Equality Act 2010.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate the school’s commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to the school’s safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse, exploitation or neglect;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 The school is committed to the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- All staff take on a responsibility to promote children’s welfare
- Providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of the school, in line with Keeping Children Safe in Education (**September 2026**) are to;

- work to identify children who are suffering or likely to suffer abuse, exploitation or neglect and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- support children’s mental health and wellbeing;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues (including online safety) and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- have a designated safeguarding lead and designated deputies, who will provide support to staff, students and families;

- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities or particular protected characteristics (LGBTQA+, **Gender questioning** etc);
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in the school understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.
- **Ensure that all staff understand the importance of early identification and intervention and can recognise children and families who may benefit from Early Help/Family Help and additional support services.**
- **Promote a child-centred approach in which the welfare and best interests of the child are paramount in all safeguarding decisions.**

2.5 This policy adheres to the following documents;

- **Keeping Children Safe in Education (2026)**
- **Working Together to Safeguard Children (2026)**
- **Children's and Wellbeing and Schools Act (2026)**

2.6 We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children across the city.

2.7 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in **Annex B** of Keeping Children Safe in Education (**September 2026**).

2.8 This policy should be read in conjunction with the following policies, these are all consistent across the MAC covering all schools;

- ***Behaviour policy*** ***Prevent policy*** ***E-safety policy***
- ***Attendance policy*** ***Anti-bullying policy*** ***and others***
- **Links to these policies can be found in Appendix A.**

2.9 Scope

2.9.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and directors working in or on behalf of the school within the Romero Catholic Academy All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

2.9.2 **To avoid duplication, this policy reflects the principles and requirements of Keeping Children Safe in Education. The school will use this statutory guidance as the primary reference document for all safeguarding and child protection practice.**

3 Roles and Responsibilities

3.1 The Role of the Governing Body

- 3.1.1 The Romero Catholic Multi-Academy has a **strategic leadership responsibility for our safeguarding arrangements. We have a senior board level lead role carried out by Helen Quinn, CEO**. Part 2 of Keeping Children Safe in Education (**September 2026**) sets out the responsibilities of governing bodies.

The school is a member of The Romero Multi-Academy Company which consists of seven Primary and one Secondary schools. To this end, there is an overarching Board of Directors with each school having a Governing Body which is responsible for the day to day Safeguarding. The roles are delegated as follows.

School level - operational

- | | |
|--|--|
| • DSL – Designated Safeguarding Lead | Megan Scullion |
| • DDSL – Deputy Designated Safeguarding Lead | Lorraine Sweatman, Lisa Priest, Rebecca Turner, Charlene Ellis |

Multi-Academy Company level - strategic

- | | |
|---|--|
| • Lead for The Romero Catholic Academy | Helen Quinn , CEO Level 3 / DSL trained |
| • Director lead for Safeguarding | Eleanor Barry , Vice Chair, Chair of CC3 |
| • Chair of Safeguarding Reference Group | Amy Hiron (Interim Vice Principal Cardinal Wiseman) |

As part of these overarching responsibilities the Directors of the Board will:

- Designate the roles and responsibilities of Safeguarding to the Local Governing Body through the **Scheme of Delegation**
- Have oversight of safeguarding arrangements through **Core Committee 3 Quality Performance and Standards**, Chaired by Eleanor Barry.
- Have oversight of safeguarding arrangements through the **Safeguarding reference group**, that meets two days after each DSL LA session in the city to receive and action any points made at this city-wide Safeguarding meeting. The reference group has key people across the MAC to ensure all matters are quickly actioned and MAC wide policies are reviewed through this group.

As part of these overarching responsibilities the Governing Body will;

- Have a strategic leadership responsibility for the school safeguarding arrangements
- Aware of the obligations under the **Human Rights Act 1998**, the **Equality Act 2010** and the **Public Sector Equality Duty**
- Ensure that they comply with their duties under legislation;
- Ensure a whole school approach to safeguarding, including the use of mobile and smart technology in school;
- Ensure that policies, procedure and training are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure the school consider local authority and Coventry Safeguarding Children Partnership policies and supply information as requested by the safeguarding partners (the Local Authority, **Integrated Care Boards (ICBs)** for an area within the local authority and the chief office of police for a police area within the local authority);

- Ensure the school have an effective child protection policy, that it is published on the school website <https://stgregorys-coventry.org.uk/> or ask for a copy in the main office and review this annually;
- Ensure the school have a staff behaviour policy or Code of Conduct which refers to low level concerns, allegations against staff and whistleblowing procedures alongside acceptable use of technologies;
- Ensure that all staff and governors **receive safeguarding and child protection training at induction, receive regular updates, and are required to read and understand Part One of Keeping Children Safe in Education 2026;**
- **Ensure that school leaders, staff and governors understand local Family Help arrangements, safeguarding thresholds and referral pathways, and that children and families receive the right help at the right time;**
- Ensure the school contribute to multi-agency working in line with statutory guidance;
- Ensure that there are **clear systems for identifying, assessing and responding to children whose mental health may be affecting their behaviour, attendance, wellbeing or safeguarding needs;**
- Ensure that children are taught about safeguarding, including online safety as a whole school approach and curriculum planning but recognising that a one size fits all approach may not be appropriate for all children. See section 12 of this policy for further information;
- **Ensure safeguarding arrangements are child-centred and that the wishes, feelings, lived experiences and best interests of children are considered when decisions are made;**
- Put in place and follow appropriate safeguarding responses for children who are **absent** from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead;
- Understand the local criteria for action and local protocol for assessment;
- Recognise the importance of information sharing between practitioners and local agencies but take a risk-based approach to level of information that is provided to temporary staff, volunteers and contractors;
- Ensure that appropriate filters and monitoring systems are in place to keep children safe online and share information regarding online abuse and risks including where to access advice with parents and carers;
- Respond to allegations of abuse against the Principal whilst ensuring there are procedures in place to manage safeguarding concerns or allegations against staff (including supply staff, volunteers and contractors); and
- Ensure safer working practice is embedded and effective within policies.

3.2. The Role of the (Executive) Principal

3.2.1 The Principal will;

- Ensure that this policy is reviewed annually at minimum and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description including leading on filters and monitoring processes;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; (DSL will still retain ultimate responsibility for this)
- Promote a whole school approach to safeguarding;
- Promote resilience to social and emotional wellbeing, which is tailored to the needs of the children;

- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to low level concerns and allegations of abuse against all other members of staff including supply staff, volunteers and contractors;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service and Teaching Regulation Agency as required;
- Ensure that the school collaborates with Children's Services, the Police, Health services and other services to; promote the welfare of children; provide a co-ordinated offer of early help assessments when need is identified; contribute to inter-agency plans for children subject to children protection plans and to protect children from harm;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's Services (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (**September 2026**).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead (**DSL**) for St Gregory's is Megan Scullion

Our Deputy Designated Safeguard Lead (**DDSL**) in the DSL's absence Lorraine Sweatman, Lisa Priest, Rebecca Turner, Charlene Ellis

The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection (including **online safety** and **filters and monitoring and processes in place**);
- Liaise with the safeguarding partners and work with other agencies in line with **Working Together to Safeguard Children (2026)**;
- Always be available during term time school hours for staff in the school to discuss safeguarding concerns. If they are not available, a deputy will be made available;
- Undergo training to provide them with the knowledge and skills required to carry out this role updated a minimum of biannually;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Identify if children may benefit from **Early help and Family help**;
- Act as a point of contact with the safeguarding partners;
- Make referrals to Coventry's **Children and Family's initial response service** where children have been harmed or are at risk of significant harm;
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed¹;

- Ensure all staff have read and understood Part One of Keeping Children Safe in Education (**September 2026**);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;
- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves the school;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Help to promote educational outcomes of child who have experienced or are experiencing safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team;
- Promote a 'culture of safeguarding', in which every member of the school community acts in the best interests of the child;
- Ensuring the school knows who its cohort of children or have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations;
- Regularly meet (every half term at a minimum) with the safeguarding link governor and/or Chair of Governors to review safeguarding in the school; and
- Liaise with the Principal regarding safeguarding cases and issues.
- Liaise with the senior mental health lead when safeguarding concerns are linked to mental health
- Be Aware of the requirement for children to have an Appropriate Adult – PACE code C 2019

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (**September 2026**).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in the school;

- Have a responsibility to provide a safe environment, where children can learn;
- Will be able to identify indicators of abuse, exploitation or neglect; with an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child tells them that he/she is being abused, exploited or neglected but that children may not feel ready or know how to tell someone that they are being abuse, exploited or neglected and/or recognise their experience as harmful;
- Will be aware of indicators of child-on-child abuse and procedures to deal with this;
- All staff, but especially the DSL and deputies, will also consider whether children are at risk of abuse or exploitation in situations outside their families;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff behaviour policy; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in the school that support safeguarding and child protection;
- Will be provided with a copy of Part One of Keeping Children Safe in Education (**September 2026**) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Will receive regularly updated safeguarding and child protection training including online safety;

- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice;
- Will be made aware of the early help assessment process and understand their role in it;
- **Should be equipped to identify children who may benefit from targeted early help and understand the indicators of need that may suggest a child requires targeted support or statutory intervention. Staff will discuss concerns with the Designated Safeguarding Lead or deputy DSL in the first instance and take appropriate action in accordance with this policy;**
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to the **Children and families initial response service if they have concerns about a child's welfare and** understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Understands the referral process to the (LADO) and the role they play should they have concerns or allegations are made against any member of staff;
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (**Teaching Standards, 2012 – see Appendix C**).

3.5 Multi-Agency Working

- 3.5.1 The school is committed to multi-agency working and operates under Working Together to Safeguard Children 2026 and local safeguarding arrangements.
- 3.5.2 The school will work with Children's Services the Police, Health services, **Family Help practitioners** and other relevant agencies to promote the welfare of children and protect them from harm.
- 3.5.3 We work closely with our **Family Hubs** to ensure children receive appropriate, co-ordinated **Family Help Assessments**:

Name	Location	Contact details
Moat Family Hub	Moat House Primary School, Deedmore Road, Coventry	024 7697 8036

- 3.5.4 The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published CSCP arrangements.

4 Types Of Abuse, Neglect and Exploitation

4.1 Indications

As outlined above, all staff will be trained in indicators of abuse, exploitation and neglect and should be able to recognise signs of these. We recognise that abuse, exploitation and neglect along with other safeguarding issues are complex and often multidimensional and therefore don't fall solely under one category. Types of abuse or harm can take many forms including directly inflicting harm on a child or failing to protect a child from harm online as well as face to face both inside and outside of the school/college as well as online, including the multi-faceted occurrence of factors causing emotional harm. **In many cases, abuse and other safeguarding risks occur concurrently both online and offline. We understand that children may experience multiple and overlapping forms of abuse at the same time. These harms can be interconnected, with abuse in one context increasing vulnerability to abuse in another.**

The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Keeping Children Safe in Education, 2026)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of this and of the school policy and procedures for dealing with this. See https://romeromac.com/policies-procedures/ for Child on Child Abuse policy.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's services (**through the Children and family's initial response service**) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available or **appropriate cover arrangements in place**, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from Children's Service and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Report ANY concern

Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is a risk of modern slavery, trafficking, sexual or criminal exploitation;

- is misusing drugs or alcohol themselves;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- is persistently absent from education, including persistent absences for part of the school day.
- is a privately fostered child.

4.7 Forms of Abuse

The school recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if the school believes that a child is at risk of or is the victim of;

- bullying, including cyberbullying, prejudice based and discriminatory
- child criminal exploitation and sexual exploitation (including involvement in county lines);
- domestic abuse;
- emotional abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- mental health;
- neglect;
- peer on peer abuse;
- physical abuse;
- radicalisation;
- relationship abuse;
- serious violence and harassment;
- **Harmful sexual behaviour;**
- sexual abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sharing of consensual or non-consensual nude and semi-nude images/videos;
- So-called 'honour-based' abuse;
- trafficking and modern slavery.

4.8 Children in families with extreme vulnerabilities

4.8.1 The school will also take action to protect;

- Children missing education;
- Children missing from home or care.

There are several circumstances that may have a detrimental impact on a child's welfare, safety and educational outcomes.

No child left behind: understanding and quantifying vulnerability (publishing.service.gov.uk)

We work with other agencies in line with Keeping Children Safe in Education (**September 2026**) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need **or have** a social worker.

4.9 Children potentially at greater risk of harm

4.9.1 The school recognises that some children need a social worker due to abuse, neglect or complex family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

4.9.2 The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

4.9.3 This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

4.10 Children Absent from Education

4.10.1 ***The school*** understands that **children being absent from education for prolonged periods and/or repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation – particularly county lines.**

4.10.2 ***The school*** will report information to the Local Authority when problems are first emerging **and if there is a need** for the removal of a child from roll.

4.11 Elective Home Education

4.11.1 ***The school*** recognises that many home educated children have a positive learning experience and the decision is one with the child's best interests at **heart however elective home education can mean that some children are not in receipt of suitable education.**

4.11.2 Since 2016, the school has a statutory duty to inform the Local Authority of all deletions from roll. When Elective Home Education is the reason for this removal, the Local authority and other key professionals will work alongside The school to coordinate a meeting with parents where possible ideally before a final decision is made.

See <https://romeromac.com/policies-procedures/> for TRCA Elective Home Education policy

4.12 Children requiring Mental Health support

4.12.1 The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. We understand that positive mental health is an integral part of a child's overall wellbeing, development and safety whilst at school.

4.12.2 All staff will be aware that mental health problems may be an indicator that a child has suffered, is suffering, or is at risk of suffering abuse, neglect, exploitation or other adverse childhood experiences. Staff will also be aware that children may experience mental health difficulties, self-harm, suicidal thoughts (suicidal ideation) and increased suicide risk, which may require an immediate safeguarding response.

4.12.3 Staff will not attempt to make a diagnosis of a mental health condition unless they are appropriately qualified or trained to do so. However, all staff have a responsibility to identify concerns, respond appropriately and follow the school's safeguarding procedures.

4.12.4 We recognise that staff are well placed to observe changes in a child's behaviour, presentation, emotional state and relationships which may indicate that they are experiencing mental health difficulties or are at risk of developing them. Staff should be particularly alert to signs which may indicate self-harm, suicidal ideation or suicide risk. These may include, but are not limited to:

- Talking about wanting to die, feeling hopeless or having no reason to live.
- Expressing feelings of being trapped, worthless, isolated or a burden to others.
- Self-harming behaviours or evidence of self-injury.
- Significant changes in mood, behaviour, attendance, engagement or academic performance.
- Withdrawal from friends, family or activities previously enjoyed.
- Increased risk-taking or reckless behaviour.
- Changes in sleeping or eating patterns.
- Giving away possessions, saying goodbye to others or other behaviours that may indicate preparation for death.
- Persistent low mood, anxiety, distress or emotional dysregulation.
- Any disclosure relating to suicidal thoughts, plans or self-harming behaviours.

There are clear systems and processes in place for identifying, monitoring and responding to mental health concerns. If staff have concerns about a child's mental health, wellbeing or safety, they should follow the school's procedures (insert procedures for your school here, including routes for escalation, referral and accountability).

4.12.5 Any concerns regarding self-harm, suicidal ideation, suicide risk or other mental health concerns that may place a child at risk of harm must be treated as a safeguarding concern. Staff must report such concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately. Where a child is at immediate risk of serious harm, staff must follow the school's emergency safeguarding procedures without delay.

4.12.6 The school recognises that early identification and intervention are important in supporting children experiencing mental health difficulties. The DSL (and any relevant pastoral, wellbeing or mental health lead) will consider appropriate support, referral pathways and multi-agency involvement, including health professionals and specialist mental health services where required.

4.12.7 Where the school has a Mental Health First Aider and/or a designated member of staff responsible for promoting mental health and emotional wellbeing, details of their role and responsibilities are outlined here. Their role is not to diagnose

mental health conditions but to provide support, signpost services and contribute to the school's early help and safeguarding processes.

- 4.12.8** Further information, guidance and advice regarding mental health, self-harm, suicidal ideation and suicide prevention can be found in Keeping Children Safe in Education 2026 and in local Coventry Safeguarding Children Partnership resources.

See <https://romeromac.com/policies-procedures/> for TRCA Mental Health policy.

4.13 Children who are Lesbian, Gay, Bisexual or Transgender (LGBTQA+) or who may be gender questioning children

- 4.13.1** The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- 4.13.2** In line with updated Keeping Children Safe In Education guidance, it is important to consider the Cass review, which highlighted the need for a careful and evidence-informed approach to supporting children questioning their gender and recognised that some may present with wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

- 4.13.3** It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

- 4.13.4** As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

- 4.13.5** Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

- 4.13.6** Requests relating to social transition should be considered carefully and, on a case, -by-case basis, taking account of safeguarding, wellbeing, parental involvement, available clinical advice and the child's wider needs.

- 4.13.7** Any decision should be made with the child's best interests as the primary consideration whilst also considering the impact on other children where relevant. Schools should have regard to KCSIE and any local authority guidance relating to gender-questioning children when deciding how to proceed. The Designated Safeguarding Lead should be involved in any decision-making relating to support for a gender-questioning child.

- 4.13.8** Schools should clearly record decisions, the rationale for those decisions and any agreed support arrangements, and review these regularly.

- 4.13.9** LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

4.14 Young Carers (New section added)

- 4.14.1** The school recognises that young carers may face additional safeguarding and welfare needs. Caring responsibilities can have a significant impact on a child's attendance, achievement, behaviour and emotional wellbeing.
- 4.14.2** Staff should be aware that some children may have caring responsibilities which can impact on their attendance, attainment, behaviour and wellbeing. Any concerns that a pupil may be undertaking a caring role, or that their caring responsibilities are affecting their welfare, should be shared with the Designated Safeguarding Lead (DSL). The school will seek to identify young carers at an early stage and ensure they receive appropriate support, including referrals to external services where required.

4.15 Children with Special Educational Needs and Disabilities (SEND) and Medical Needs – (New section added)

Children with SEND and those with medical or physical health conditions can face additional safeguarding challenges. Staff should be aware that abuse, neglect or exploitation may be harder to recognise in these children and should not assume that changes in behaviour, presentation, mood or injuries are related to a child's disability, special educational need or health condition without further consideration.

Additional safeguarding barriers may include:

- communication difficulties that affect a child's ability to report concerns or seek help;
 - increased vulnerability to bullying, peer isolation and exploitation;
 - greater dependence on adults for care and support;
 - the need for intimate or personal care;
 - difficulties understanding relationships, consent, appropriate behaviour or online risks.
- 4.15.1** Any safeguarding concerns relating to a child with SEND or additional medical needs must be discussed with the DSL (or deputy DSL), with appropriate liaison with the SENCO as required. The school will consider whether additional pastoral, communication or safeguarding support is needed to help these children stay safe.

5 Responding to Signs of Abuse

- 5.1** If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Services where possible there should be a conversation with the Designated Safeguarding Lead.
- 5.2** If anyone other than the Designated Safeguarding Lead makes a referral to Children's Services or to the police, they should inform the DSL as soon as possible.
- 5.3** All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;
- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
 - Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
 - Any significant changes in attendance or punctuality;
 - Any significant changes in a child's presentation;
 - Any concerns relating to people who may pose a risk of harm to a child; and/or

- 5.4 There will be occasions where a child discloses/alleges abuse directly to a member of staff. If this happens, the member of staff will;
- listen carefully to the child and believe what they are saying;
 - not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
 - only ask for clarification if something is unclear and will not ask 'leading' questions;
 - report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
 - only discuss the issue with colleagues that need to know about it; and
 - will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have had a discussion with the DSL prior to this but delay should be avoided.
- 5.5 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure recording a clear rationale. The DSL may consider the following options;
- Managing support for the child internally within school;
 - Seek advice from the social worker advice line in the MASH;
 - Instigate single agency intervention and work directly with the family to improve the situation;
 - Offer an Early Help Assessment to provide multi-agency help to a family;
 - In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for consideration for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if **the school** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
 - If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to Children's Services.
- 5.6 For further information about the Coventry Safeguarding Children Partnership's 'Right Help, Right Time' our updated guidance 'Effective Support for Children & Families in Coventry' encompasses all available support to children and families.
- 5.7 See the **Flow Chart** of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, **September 2026**).
- 5.8 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have **a mandatory duty** to report this to the police without delay and will do so. Staff should refer this to the DSL first, but the legislation requires regulated health and Children's Service professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;
- are informed by a girl under 18 that an act of FGM has been carried out on her; or
 - observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.
 - If you believe a child is at risk of FGM, a referral to the MASH is also required.
- 5.9 The school have a duty to refer any children who are living in a private fostering arrangement to the local authority. Private fostering is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not their parent or a

close relative. This is a private arrangement made between a parent and a carer, expected to last 28 days or more, or the school are aware the 28 days has been exceeded.

5.10 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have “due regard” to the need to prevent people from being drawn into terrorism. See **Appendix B – Further Safeguarding Information** for further information on **the school’s** Prevent duty.

5.11 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

5.12 Child on Child Abuse

5.12.1 The school understands that both adults and other children can perpetrate abuse, and can happen inside and outside of school, online or face to face. Child on Child abuse is taken very seriously and can include bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual **intimate images and/or videos, including AI-generated imagery such as deepfake**, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.

See <https://romeromac.com/policies-procedures/> for TRCA Child on Child policy.

5.12.2 All members of staff will be made aware of the school’s policy and procedures (link above) with regards to child-on-child abuse. **Staff will receive safeguarding training that includes recognising, responding to, recording and reporting child-on-child abuse.** The school will ensure staff understand what is meant by child-on-child abuse and the school policy on child-on-child abuse by:

- Training sessions focused on child-on-child throughout the year as briefings, twilights, staff meetings or as part of training days
- Through emails and updates communicated by the DSL following Safeguarding training or DfE updates
- Through notices on portals and websites to update on policy
- Through verbal or online virtual meeting updates to all staff as part of weekly briefings
- Through briefing papers circulated as appropriately in paper or electronic form

5.12.3 The school will work to prevent child on child abuse by:

- Age-appropriate assemblies and sessions led by DSL, SLT or relevant trained member of staff
- Age-appropriate assemblies and sessions led by an external agency or consultant with a particular expertise
- Sensitively pitched information for parents/ carers through various forms of communication including website, newsletter and where appropriate social media (e.g. DfE videos)
- Sessions, activities or training sessions specifically targeted at individuals, groups, classes or years as appropriate in response to any concerns of potentially child on child abuse.

5.12.4 Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, the school will investigate this:

- The immediate response to a report
 - The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.
 - All staff will be trained to manage a report.
 - Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will, however, only share the report with those people who are necessary to progress it.
 - A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
 - Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
 - The DSL will be informed as soon as possible.

Risk Assessment

- When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.
- The risk and needs' assessment should consider:
 - The victim, especially their protection and support.
 - The alleged perpetrator; and
 - All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- Risk assessments will be recorded (on CPOMs) and be kept under review.
- The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

- Following an incident, we will consider o The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children are involved.
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

Follow up Actions

- Children sharing a classroom: Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police:
- The perpetrator will be removed from any classes they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school.
- These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

5.12.5 The school recognises that child-on-child abuse may indicate the alleged perpetrator requires support, intervention or safeguarding assessment. If an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other children affected will be supported by following the TRCA Child on Child Policy and referral to the Children and Family initial response service will be considered.

5.12.6 The school will never pass off child on child abuse as 'banter', 'having a laugh', 'part of growing up' or other such termination that does not recognise the harm caused. This should be a Zero-tolerance approach as this could lead to a culture of unacceptable behaviours. It is recognised with this, that all child-on-child abuse is unacceptable and will be taken seriously.

5.12.7 The school will adhere to guidance set out in **Keeping Children Safe in Education (September 2026)** when responding to incidents of child-on-child abuse. **Children will be provided with clear, accessible and promoted routes to report concerns and abuse.**

5.12.8 All staff will be made aware that 'upskirting' is a criminal offence.

5.12.9 The school recognises that child-on-child abuse is preventable and will use early identification and evidence-based intervention to reduce the risk of abuse occurring. Inline with KCSIE guidance the school will take appropriate action to increase vigilance during times considered higher risk.

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

5.13.1 Both CCE and CSE are forms of abuse that occur when an individual or group take advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator through violence or threat of violence. CCE and CSE can affect both males and females and can include children that have been moved for the purpose of exploitation (trafficking).

5.13.2 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, vehicle crime, threatening violence on others or even carrying weapons.

5.13.3 The school is responsible for recognising children involved in CCE are victims of exploitation and should be recognised as such due to the harm they have experienced **staff are required to be aware that it is not possible for a child to give informed consent to engage in criminal or other exploitative activity and that a child cannot consent to their own exploitation.**

5.13.4 CSE is a form of child sexual abuse including physical contact and non-contact online activities including the internet or by phone. This can happen over time or as a one off and may happen without the child recognising this as abuse or harmful.

5.13.5 The school recognises that children of the age of 16 and 17 who can legally consent to a sexual relationship may also be the victims of CSE but may not recognise this.

5.13.6 The school understands children can be at risk of, or involved in, serious violent crime. This can result in an increase absence from school or college, a change in friendships, decline in educational attainment, significant change in wellbeing, or signs of unexplained injuries.

5.14 Sharing of consensual or non-consensual nude and semi-nude images or videos

5.14.1 **Sharing of consensual or non-consensual nude and semi-nude images or videos, including self-generated intimate images and/or videos and AI-generated imagery, refers to the creation, possession and sharing of such images or videos between children.** This includes;

- A person under the age of 18 creating and sharing **self-generated intimate images and/or videos of** themselves with a peer under the age of 18;
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

5.14.2 The school has a responsibility to educate children in the risks relating to 'sharing consensual or non-consensual nude images or videos' and how to keep themselves safe online.

See <https://romeromac.com/policies-procedures/> for Online Safety policy and Photography and Images Policy.

5.14.3 Any incidents or suspected incidents of 'sharing consensual or non-consensual nude images or videos **including those generated using AI**' should be reported to the DSL without delay.

5.14.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Referrals to the **Children's and Family initial response service** in regard to all parties involved (also the police if an urgent response required);
- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018);
- Support for young people involved to prevent reoccurrence;
- Sanctions in accordance with the behaviour policy.

5.14.5 Any incidents of 'sharing consensual or non-consensual nude images or videos' **including those generated using AI** involving the following will result in a **Request for support referral** and sometimes a Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.14.6 **Staff should not view, copy, print, share or forward images or videos of this nature. Any concerns should be referred immediately to the Designated Safeguarding Lead. Devices will be secured where appropriate, and the Designated Safeguarding Lead will determine the next course of action in accordance with current UKCIS, DfE and safeguarding guidance.**

5.14.7 We will work with parents as necessary if their child is involved in the sharing of consensual or non-consensual nude images or videos.

5.14.8 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. **Children who share, receive or are affected by self-generated intimate images and/or videos will be supported appropriately and in a non-judgemental manner.** Children will always be supported to retrieve and delete the images.

5.15 Domestic Abuse

5.15.1 Domestic abuse can be a single incident or a pattern of incidents. It can also include psychological, physical, sexual, financial or emotional acts of abuse.

5.15.2 The school recognises that children can be a victim of Domestic Abuse by seeing, hearing or experiencing the effects or suffering domestic abuse in their own personal relationships. These all have a detrimental impact on children's health, well-being, development and ability to learn.

5.15.3 As a school we buy into "**Operation Encompass**" - if there is a case of domestic abuse at the child's home then the principal or equivalent will get an alert by email. These alerts attached onto CPOMS and are documented in the termly principal report.

5.16 Searching, Screening and Confiscation

5.16.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in the school.

5.16.2 The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2022).

5.16.3 Please see searching, screening and confiscation policy within our **TRCA Behaviour policy**. See <https://romeromac.com/policies-procedures/> for our latest Behaviour Policy.

5.17 Online Safety

5.17.1 The school recognises that in today's world, children need to be safeguarded from potentially harmful and inappropriate online material with many children having unlimited and unrestricted access to the internet via their mobile phone. **Filtering and monitoring arrangements will be reviewed at least annually and records of these reviews maintained.** The breadth of issues can be categorised currently into four areas of risk as taken from **Keeping Children Safe In Education 2026**:

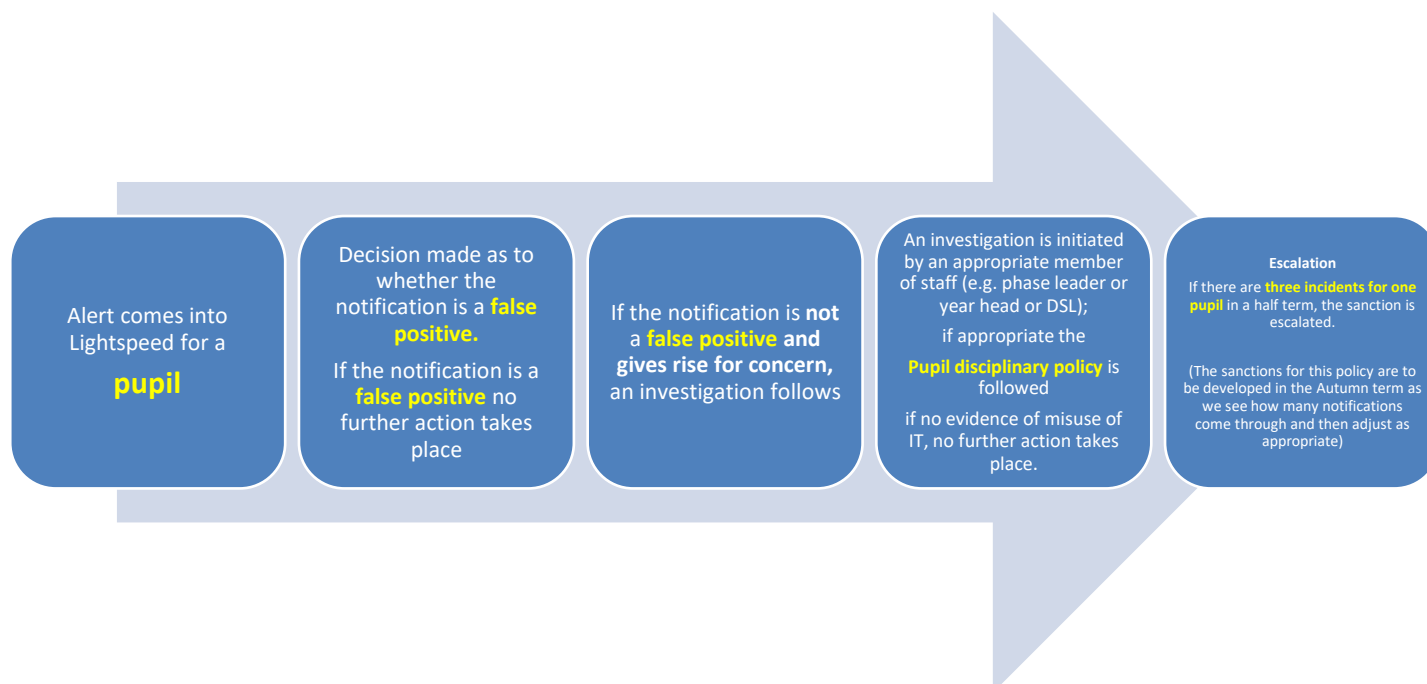
- **Content** – being exposed to illegal, inappropriate, or harmful content (pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, **misinformation, disinformation (including fake news) and conspiracy theories.**)
- **Contact** – being subject to harmful online interaction with other users (peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit)
- **Conduct** – online behaviour that increases the likelihood of, or causes, harm (making, sending and receiving explicit images)
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and or financial scams

5.17.2 The school understands that the above can take place on a student's phone or smart device (including smart watches, **smart glasses and 'air tags'**) whilst at school or elsewhere. The school have responded to this by having a whole school approach to online safety which aims to protect and educate students, parents and staff in their use of technology.

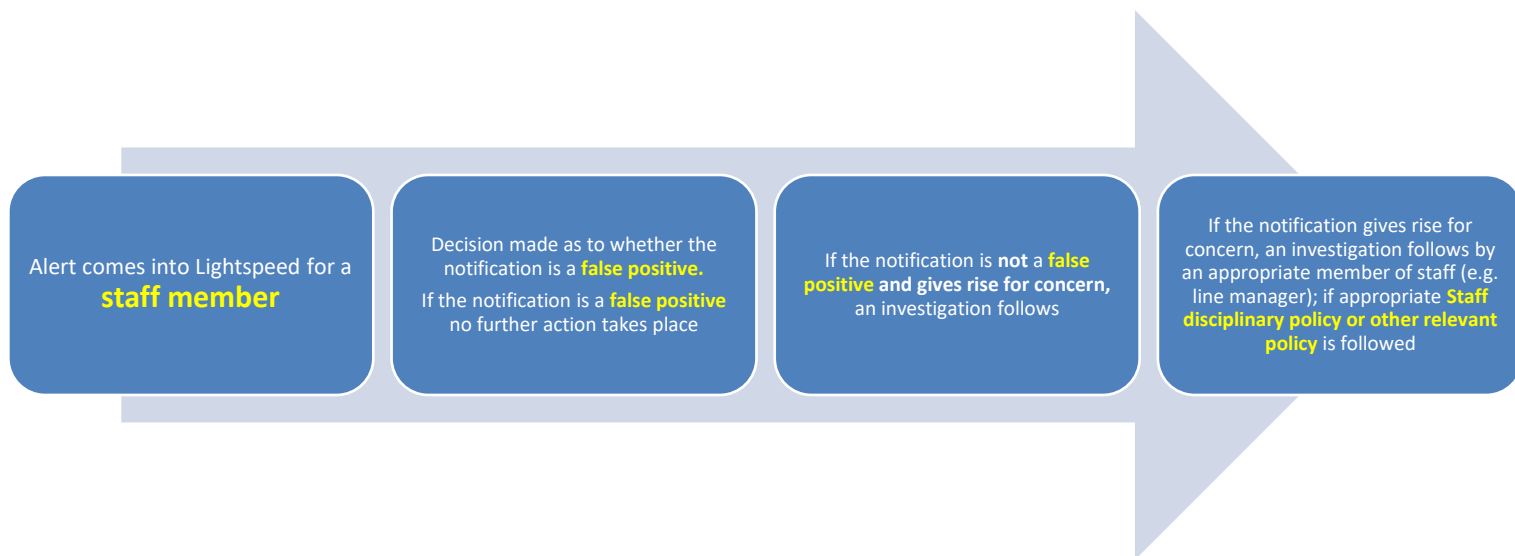
Our **TRCA Behaviour policy/Acceptable Use policy, mobile and smart technology policy** and **Online Safety curriculum** highlight safety measures in place. See <https://romeromac.com/policies-procedures/>.

5.17.3 The school has also established mechanisms to identify, intervene in and escalate any concerns highlighted through our filter and monitoring systems for both staff and students. The effectiveness of this is regularly reviewed with staff aware of how to escalate concerns. The school uses a system called **Lightspeed Alert** to monitor and filter content for both staff and students and is an AI technology that identifies concerning online indicators and alerts designated safeguarding staff. Email notifications are sent to staff and a screen shot is provided displaying the inappropriate activity so action can be taken. In critical situations, nominated people receive a phone call from Lightspeed's human review team to take urgent action.

Pupils The principal (or equivalent/ designated person e.g. DSL) is alerted by email and this is then escalated to the safeguarding team or other member of staff to investigate; when appropriate this is logged on CPOMS. The filtering and monitoring will be constantly reviewed with sanctions as we refine our practice.

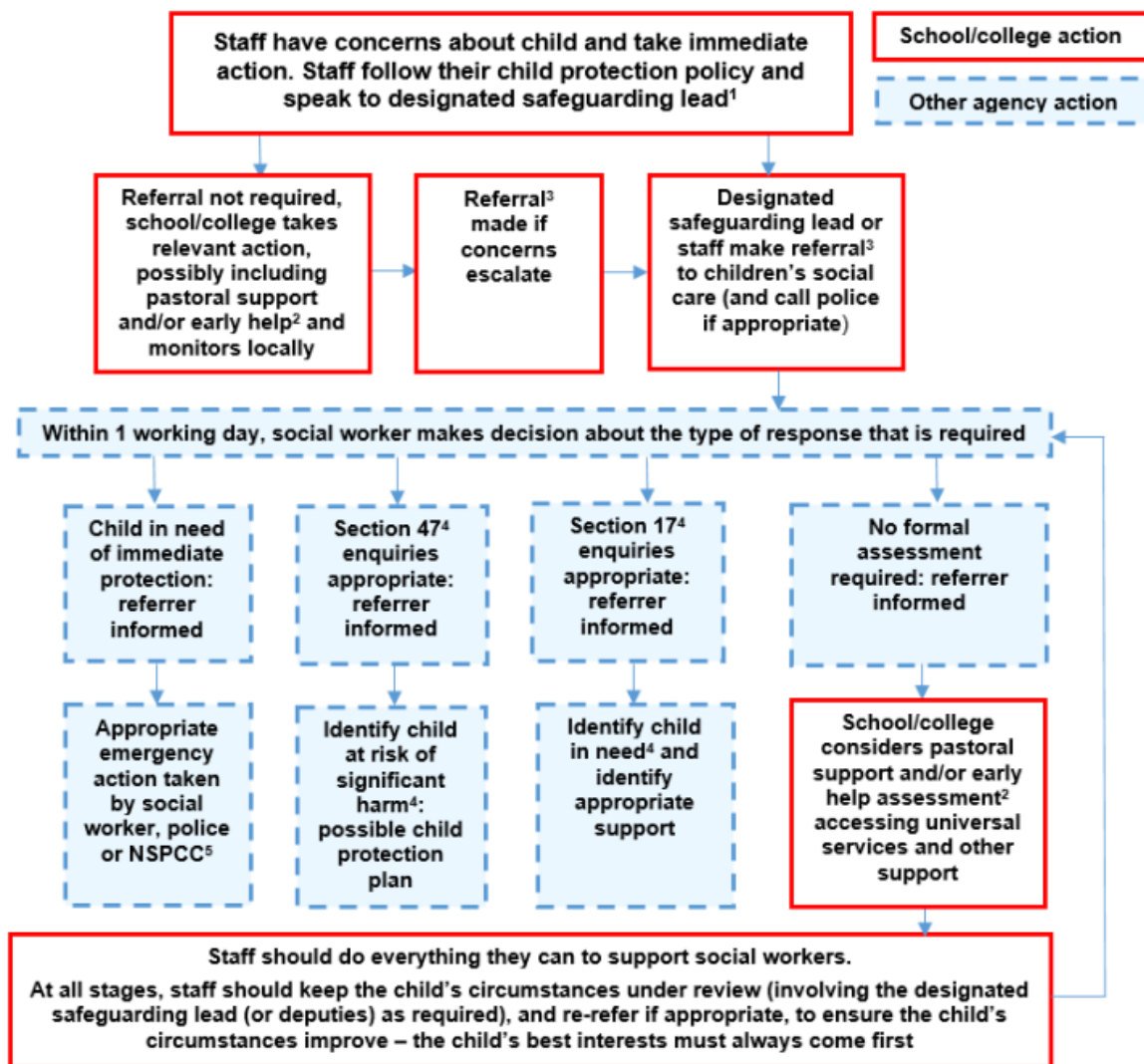


Staff The principal (or equivalent/ designated person e.g. DSL) is alerted by email and then an appropriate member of staff will investigate; this could be the DSL or the Line Manager. The filtering and monitoring will be constantly reviewed as we refine our practice.



Flow Chart

Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

5.18 Serious violence

5.18.1 School decision depending on setting context and cohort whether relevant to add a separate of specific paragraph needed or incorporated into CCE indicators.

5.18.1 Staff will be alert to indicators that a child may be at risk of or involved in serious violence and will report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

5.19 Referral pathways

5.19.1 Any concerns regarding a child carrying, using, or expressing an intention to use a weapon will be treated seriously and reported without delay. The DSL will assess risk and take appropriate action, including referrals to external agencies where required.

5.19.2 The school recognises that children involved in serious violence may also be victims of abuse, exploitation or other safeguarding concerns and will ensure appropriate support is provided.

5.19.3 To raise concerns about children, members of staff should contact the **Coventry's children's and family initial response service by telephone to discuss the referral. They should then complete the online **Request for support form** and submit this, The school will follow up referrals if we do not receive feedback from Children's Services to ascertain the outcome of all referrals.**

The Children and Family Initial Response Service telephone number: 02476 788 555

Children and family initial response service: [Children's Responsive Services](#)

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to the Children and Family Initial Response (mash@coventry.gov.uk) and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.19.4 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the Coventry Safeguarding Children Partnership's Managing Professional Disagreements policy to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 All concerns, discussions and decision made will be recorded in writing and kept confidential and stored securely. **Records will be clear, comprehensive, actioned and outcome noted.**

6.2 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.3 The school keeps all safeguarding files electronically, using a system called **Child Protection Online Management System (CPOMS)**

- 6.4 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.
- 6.5 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file in a timely manner **(within 5 days for in-year transfers)**. **A confirmation of receipt should be obtained from the receiving school**, once received by the new school, this school will not retain the information.
- 6.6 The school will seek to hold at least two emergency contacts for every child.
- 6.7 **All personal information processed by the school will be managed in accordance with applicable data protection laws, including the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025.**
- The school recognises that data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Where appropriate, information will be shared with relevant agencies and professionals to safeguard and promote the welfare of children.
- See <https://romeromac.com/policies-procedures/> for TRCA Data Protection Policy; TRCA Privacy Notice for Staff; TRCA Privacy Notice for Parents/Pupils.
- 6.8 **Further information regarding information sharing and data protection in relation to safeguarding can be found within Keeping Children Safe in Education and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.**

7 Photography and Images

- 7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins the school.
- 7.2 Parents can withdraw consent at any time and must notify the school if they do not wish their child's photographs to be used.
- 7.3 Photographs of children used publicly will not be displayed with their name or other identifiable personal information.
- 7.4 Photographs of children will be processed in line with the General Data Protection Regulation.
- See <https://romeromac.com/policies-procedures/> for TRCA Photography and Images Policy.

8 Family Help Assessment

- 8.1 The school is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later. **Everyone** who encounters children and their families and carers have a role to play in safeguarding children. The school is committed to working closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

Name	Location	Contact details
Moat Family Hub	Moat House Primary School, Deedmore Road, Coventry	024 7697 8036

8.2 Any child may benefit from Family Help, but as guided by KCSIE (2026), all school staff will be particularly alert to the potential need for Family Help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

8.3 The school works within the Coventry Safeguarding Children Partnership's **'Right Help, Right Time'** framework, available on the CSCP website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, the school has committed to training staff throughout the academic year. All staff members will be made aware of the school's safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This 'Safeguarding and Child Protection Policy';
- The staff Code of Conduct
- Copies of Part 1 of **Keeping Children Safe in Education (September 2026)**
- The school follows the TRCA Children **Absent from** Education
- The school follows the TRCA Behaviour Policy

9.2 Staff at the school will;

- Take part in annual refresher training in September, and where appropriate, Thrive, mental health, team teach, partnership training, DSL briefings etc. All Local Governing Body representatives and volunteers will also have level 1 training in September. In addition all staff will access the National College inline training modules in: Annual Certification in Data Protection and GDPR; Annual Certificate in Cyber Security for Staff; Certificate in Preventing Sexual Harassment in the Workplace for Staff; Annual Certificate in the Prevent Duty; Certificate in Equality, Diversity and Inclusion

9.3 The school recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and the sharing of consensual or non-consensual nude images or videos. Staff will also be trained in these areas in order to be able to further recognise if a child is at risk of harm.

- 9.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

10 Safer Recruitment

- 10.1 The school is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks carried out with support from HR;
- Identity check;
 - DBS clearance;
 - Prohibition from teaching checks (where required);
 - Barred List check;
 - Section 128 checks (as required - leadership and management);
 - Reference check (two references required);
 - Professional qualifications check ;
 - Right to work in the UK check;
 - Further checks for those who have lived outside the UK;
 - Disqualification Under the Childcare Act 2006 checks (as required);
 - **Online search on shortlisted candidates as part of its due diligence checks; and**
 - **A health declaration and any necessary occupational health checks will be undertaken in accordance with the Equality Act 2010**
- 10.2 A record of all checks completed for members of staff will be recorded on the Single Central Record.
- 10.3 All new members of staff will be required to obtain DBS clearance. The school reserves the right to re-check DBS clearance for any member of staff where information is received that indicates they may pose a risk to children and may request candidates to register on the DBS update service.
- 10.4 At least one member of every interview panel will have undertaken Safer Recruitment training which it is recommended is refreshed every **2 years**.
- 10.5 We take proportionate decisions on whether to check individuals above and beyond what is legally required dependant on individual circumstance.
- 10.6 Any visitor to the school who has not been subject to the necessary checks will be **always** supervised and a risk assessment completed.
- 10.7 All safer recruitment practices at the school comply with **Keeping Children Safe in Education (September 2026)**.

See Part 3 of **Keeping Children Safe in Education (September 2026)** for further information.

See <https://romeromac.com/policies-procedures/> for TRCA Safer Recruitment Policy.

11 Allegations Of Abuse Against Staff

- 11.1 The school takes all safeguarding matters including low level concerns and/or allegations that harm to a child has occurred against staff (including agency, volunteers and contractors) seriously and will manage them in line with this policy, The school follows the TRCA Allegations against Staff, Governors and Volunteers policy found on our website. Part Four of **Keeping Children Safe in Education (September 2026)** and the CSCP Guidance, **'Allegations Against Staff and Volunteers'**.
- 11.2 Allegations or concerns may include
- Staff having behaved in a way that has harmed a child, or may have harmed a child;
 - Staff possibly committing a criminal offence against or related to a child;
 - Staff behaving towards a child or children in a way that indicates that he or she may pose a risk of harm to children; or
 - Staff behaving or possibly behaving in a way that indicates they may not be suitable to work with children (including behaviour outside of work). This is known as 'Transferable risk'.
- 11.3 If a concern or allegation of abuse arises against the Principal, member of Shared Services Team, governor, or should there be a conflict of interest to the Principal, it must be immediately reported to the **Helen Quinn, CEO**. If there is a concern or allegation of abuse against the CEO, it must be immediately reported to the Chair of the Board of Directors.
- 11.4 If a concern or allegation of abuse arises against any member of staff, supply teacher, volunteer or contractor other than the principal, it must be reported to the **principal** without delay. The Principal will contact the **CEO** immediately.
- 11.5 Concerns or allegations of abuse against staff must be reported to the Principal or Chair of Governors as appropriate and not discussed directly with the person involved.
- 11.6 The Principal should consider if the concern or allegation meets **the harms threshold as outlined in Working Together to Safeguard Children (2026) guidance indicating that a person in a Position of Trust has:**
- behaved in a way that has harmed a child, 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 or may have behaved in a way that indicates they may not be suitable to work with children
- 11.7 If they feel the criteria is met then they should refer in to Coventry LADO using the online referral form on:**
- [https://myaccount.coventry.gov.uk/service/Allegations against people who work in positions of trust with children referral](https://myaccount.coventry.gov.uk/service/Allegations%20against%20people%20who%20work%20in%20positions%20of%20trust%20with%20children%20referral)**
- The Principal can also seek guidance/advice if unsure by emailing lado@coventry.gov.uk.**
- 11.8 The principal in conjunction with the CEO, should consider if the concern or allegation meets the harms threshold for Designated Officer intervention and seek guidance/advice if unsure by emailing lado@coventry.gov.uk. 'Low-level' concern does not mean it is not significant. This is a term used for any concern (no matter how small) that an adult working with a child may have breached the staff Code of Conduct and does not meet the harm threshold. Examples of which may include:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door. Or;
- Humiliating pupils.

The details of the Lado can be found on the front of this policy. Immediate referrals can be made via the following link

[Coventry Safeguarding Children Partnership/2628/local authority designated officer lado](#)

11.9 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours. In accordance with ***Keeping Children Safe in Education 2026***, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

11.10 If a child has suffered or may have suffered abuse or harm, a **request for support form** referral will also be made.

11.11 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to the school in managing the allegation.

11.12 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, irrespective of whether they have resigned.

11.13 Supply Teachers and all contracted staff

11.13.1 Although the school does not directly employ supply teachers and contractors, the school will ensure that any concerns or allegations are referred to LADO and the relevant agency informed as the employer.

11.11.2 The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching an agreed outcome.

11.11.3 The CEO/ principal will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

11.11.4 The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies. The school will usually take the lead because agencies do not have direct contact with children or staff, so will not be able to gather information.

See <https://romeromac.com/policies-procedures/> for TRCA Allegations against Staff Governors and Volunteers Policy.

11.12 Governors

11.12.1 If an allegation or concern is about a Governor, the school/college will follow the TRCA Allegations Against Staff Governors and Volunteers policy. This can be found on the Policy page of the Romero website

See <https://romeromac.com/policies-procedures/> for TRCA Allegations against Staff Governors and Volunteers Policy.

11.13 Volunteers

- 11.13.1 Risk assessments and a DBS check will be requested for all volunteers. Under no circumstances will a volunteer prior to satisfactory checks being completed be alone with children unsupervised or allowed to work in regulated activity.

See <https://romeromac.com/policies-procedures/> for TRCA Allegations against Staff Governors and Volunteers Policy.

11.14 Whistleblowing

- 11.14.1 The school operates a culture of safeguarding, and all staff should report any concerns about poor or unsafe practice, or the school's safeguarding processes to the senior leadership team.
- 11.14.2 Appropriate whistleblowing procedures are in place whereby the senior leadership team will take all concerns seriously.
- 11.14.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

See <https://romeromac.com/policies-procedures/> for TRCA Whistleblowing Policy and relevant appendices for forms.

11.15 Complaints Procedure

- 11.15.1 The School operates a complaint procedure which will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by the principal, other members of the senior leadership team and governors.

See <https://romeromac.com/policies-procedures/> for TRCA Complaints Policy and relevant appendices for forms.

- 11.15.2 Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
- 11.15.3 Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.
- 11.15.4 All Low Level concerns should be reported immediately to the CEO. If it is a concern about the CEO, it should be reported immediately to the Chair of Board of Directors.

See <https://romeromac.com/policies-procedures/> for TRCA Low Level Concern Policy which includes the reporting form.

12 Promoting Safeguarding And Welfare In The Curriculum

- 12.1 The school recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.
- 12.2 The school will teach children about safeguarding, including online safety.
- 12.3 Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will

be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum (RSHE) - **10:10 – Life to the Full.**

12.4 Children at the school will receive the following as part of our promotion of safeguarding across the curriculum:

- Protective Behaviours/Ten-Ten/PSHCE/Circle Time /Mulberry Bush SEMHL curriculum

12.5 Education at home/ remote education may be appropriate for a minority of pupils.

See <https://romeromac.com/policies-procedures/> for TRCA Remote Faith and Learning Policy.

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. The school recognises that children looked after may have additional vulnerabilities by virtue of this.

The Designated Lead for Children Looked-After and Previously Looked-After Children is Megan Scullion

13.2 Staff will receive training on how to best safeguard children who are Looked-After (CLA pupils) and **who have been** Previously Looked-After (PLAC).

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 The school is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs and Disabilities (SEND) or physical health needs

14.1 As outlined in **Keeping Children Safe in Education (2026)**, the school is aware that children with additional needs or disabilities may be more vulnerable to abuse both online and offline and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.
- Being unable to understand the difference between fact and fiction in online content

14.2 Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead and SENCO. Staff will also be trained in recognising signs of abuse in children with SEN and disabilities or certain medical conditions.

14.3 Staff will consider the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

- 14.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use Of Reasonable Force and other restrictive interventions

- 15.1 The school will seek to avoid the use of restrictive interventions wherever possible. There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is proportionate, necessary and in the best interests of protecting pupils and/or others from harm.
- 15.2 There may be occasions when staff are required to use reasonable force to safeguard children, prevent injury, prevent serious damage to property or maintain good order and discipline. Any use of force will be lawful, reasonable, proportionate, necessary and for the minimum time required to achieve a legitimate aim. Staff will not use any more force than is necessary in the circumstances.
- 15.3 The school adopts Team Teach principles and staff receive appropriate training in behaviour support, de-escalation and, where required, positive handling strategies. De-escalation techniques will always be considered before any restrictive intervention is used unless there is an immediate risk of harm.
- 15.4 Particular consideration will be given to the needs of pupils with SEND, medical conditions or other vulnerabilities. Where appropriate, risk assessments and individual behaviour support plans will identify preventative strategies and agreed responses.
- 15.5 Any significant incident involving the use of reasonable force or other restrictive intervention will be recorded promptly in accordance with school procedures. Records will include the circumstances leading to the incident, de-escalation strategies used, the nature of the intervention, the outcome and any follow-up actions.
- 15.6 Parents/carers will be informed of significant incidents involving the use of force as soon as reasonably practicable, unless there are safeguarding reasons not to do so.
- 15.7 Further information can be found in the school Behaviour Policy, Physical Intervention/Positive Handling Policy and the DfE guidance Use of Reasonable Force and Other Restrictive Interventions in Schools (2026).
- 15.2 Staff are trained in Team Teach (as and when required). Any incidents are recorded on CPOMS and strategies used from training are implemented to de-escalate situations. policy as required. CHANGE AS REQUIRED
- See <https://romeromac.com/policies-procedures/> for TRCA Positive Handling policy

16 Work Experience/ Alternative Provision

- 16.1 **Work Experience (Secondary only)**
The Secondary School will continue to be responsible for the safeguarding of Students placed with an alternative provision provider or work experience and will be satisfied that this provider meets the needs of the pupil. Written confirmation from the provider that appropriate safeguarding checks have been carried out will be sought on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

TRCA Primary School Work Placement Policy

When secondary students (from **any school**) are placed in **any primary school**, then students must adhere to the Work Experience placement policy which can be found on the <https://romeromac.com/policies-procedures/>. This is particularly relevant in the removal of **mobile phones** whilst on placement or for any school based activity such as a **retreat**.

16.2 Alternative Provision

An AP provider should be registered as an independent school (ie has an URN and is inspected by Ofsted) if it meets the criteria for registration (that it provides **full-time** education to **five or more full-time** pupils of compulsory school age, or **one such pupil who is looked-after** or has an EHCP).

The DSL will continue to have oversight of all pupils accessing any part of their learning from an alternative provider or delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective information sharing of safeguarding information between the school and alternative/external providers.

It is the school's responsibility to ensure:

- They never use alternative provision that is contravening the regulations about registration
- that they check whether staff at registered alternative provision have had the appropriate checks, for example Disclosure and Barring Service (DBS) checks
- discuss, agree and give to providers information in writing about social networking, the use of social media and e-safety, making the school's expectations clear
- give providers good quality information in writing about the school's expectations for child protection and procedures they should follow if they have a concern about a pupil
- they are confident in the quality of teaching and learning at the alternative provision they use, and the impact of this on pupils' progress towards the qualifications they are studying at their placements
- systematically evaluate the academic, personal and social progress being made by all pupils who attend alternative provision, ensuring that the targets set for academic progress are suitably challenging
- consider ways to track and evaluate the impact of alternative provision on pupils' employability skills
- ensure that governors understand the progress made by pupils who attend alternative provision so they can ensure that decisions made about value for money are well informed.

16.3 The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider.

16.4 **Intervention Provision (The Key)** <https://www.coventry.gov.uk/coventry-send-support-service/keys> Is a part time intervention that offers a part-time intervention for primary-aged pupils, who are struggling to meet the behavioural expectations of their mainstream school, or who are at risk of exclusion. There is also a pathway within the Key intervention for pupils who have been permanently excluded from their mainstream school. The Key works closely with parents/carers and professionals to ensure better outcomes for pupils.

It is the school's responsibility to ensure;

- The DSL has visited The Key Intervention before the pupil begins their placement.
- They have received, read, and understood the Key Intervention Child Protection and Safeguarding policy

- A member of staff visits the pupil at The Key Intervention each half term.
- The DSL Communicates any safeguarding updates about individual pupils to the DSL at The Key while the pupil is on a placement
- Invites to any social care or early help meetings are shared with the DSL at The Key Intervention
- The DSL continues to monitor, follow up and action any safeguarding concerns that are raised during the pupil's placement at The Key Intervention.

17 Use of school or college premises for non-school activities

- 17.1 The school may hire or rent out school facilities/premises to organisations or individuals. Safeguarding is still considered with this and the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place including liaising directly with the school on these matters were appropriate. This applies whether the children in attendance are on the school's roll or not.
- 17.2 The executive team/ local governing body will ensure safeguarding requirements are included in any transfer of control agreement and that failure to comply with this would result in termination of the agreement. Keeping children safe in out-of-school settings offers guidance on this. In the event of an incident, the school will follow its own policy including informing the LADO.
- 17.3 In schools within Romero, we use a Lettings Software – 'School Hire' to ensure all checks are made and this is checked by the Head of Estate.

18 Children Staying With Host Families

- 18.1 The school recognises its responsibility to safeguard children who stay with host families as part of exchange visits, educational visits or other school-arranged activities.
- 18.2 Where the school arranges host family accommodation, appropriate suitability and safeguarding checks will be undertaken in line with KCSIE requirements. Any safeguarding concerns identified before, during or after the placement will be managed the DSL.
- 18.3 Where arrangements meet the definition of private fostering, the school will notify the relevant local authority and work with partner agencies to promote the child's welfare and safety.

19 Boarding Schools And Residential Settings

N/A

20 Summary

- 20.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A- List of relevant policies

The school's safeguarding policy is intended to be used in conjunction with the following policies;

This list below is not exhaustive – all our policies can be found on our Romero Academy website:

- Our Romero MAC policies can be found here: [Policies & Procedures \(romeromac.com\)](https://romeromac.com)
- Our policies are cross-referenced with this link [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The school adheres to Coventry Safeguarding Children Partnership Policies, which can be found here:

- Allegations Against Staff or Volunteers (CSCP)
- Allegations Against Members of Staff
- Anti – Bullying Policy
- Anti-Discrimination and Harassment Policy
- Attendance Policy
- Behaviour Policy
- Children/Young people with Medical Needs
- Children Missing in Education Procedures
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
 - Privacy Notice Staff
 - Privacy Notice for Parents and Pupils
- Drugs and Alcohol Policy
- Single Equality Duty Policy
- Managing Professional Disagreements (CSCP)
- Health & Safety Policy
- HR & Governance Policy
- Online Safety Policy (including filtering and monitoring systems)
- Intimate Care Policy
- E-Safety Policy
- Lone Working Policy/Home visits policy
- Supporting pupils with medicine and Administration of medicines policy & First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- SRE Policy Self-harm/Mental Health Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Positive Handling Policy (also know as Use of Reasonable Force Policy)
- Visitor Management Policy
- No Platform Policy (also known as external speakers information)
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.4, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to **Keeping Children Safe in Education (2026)**.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their class teacher, form tutor, head of year, to the DSL or to any trusted member of staff and we will work to resolve it. We also teach children about the dangers of bullying through our curriculum. Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Child criminal exploitation (including involvement in county lines)

The school is aware that Criminal Exploitation involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion, and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. We as a school will ensure that when delivering Safeguarding training that we inform staff that criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. Any updates involving criminal exploitation is disseminated to all staff with a reminder of their responsibility to refer any concerns in the appropriate manner. All concerns are raised with the DSL, who will liaise with outside agencies including MASH and the police if necessary.

Domestic abuse

The impact of Domestic abuse on children and their families is taken seriously at our school and during the Safeguarding training the effect on the children is highlighted to all staff. The school uses Operation Encompass, which is a unique Police, and Education 25 early intervention safeguarding partnership, which supports children and young people, exposed to domestic abuse. Operation Encompass reports to schools before the start of the next school day when a child or young

person has been involved or exposed to a domestic abuse incident the previous evening. The information is given in strict confidence to the DSL's to enable support to be given dependent on the needs and wishes of the child and at the direction of the MASH (Multi Agency Safeguarding Hub). Operation Encompass is a Trauma Informed and Trauma Sensitive charity who acknowledge and understand the impact of Domestic Abuse as an Adverse Childhood Experience (ACE).

Operation Encompass mitigates against the damage caused by exposure to Domestic Abuse and other ACE's (Adverse Childhood Experiences)

Fabricated or induced illness

The school is aware that Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Staff are made aware of this type of child abuse and are made aware of the seriousness of this issue during their safeguarding training and understand the appropriate way to report any concerns.

Faith-based abuse

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (Safeguarding Children from Abuse Linked to a Belief in Spirit Possession 2007) The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or religions, nor is it confined to new immigrant communities in this country. Any concerns about a child, which arise in this context, must be taken seriously and reported to the DSL's urgently and a referral will be made to Children's Social Services.

Female genital mutilation (A form of so-called 'honour-based' abuse)

Staff receive training regarding FGM during their Safeguarding training at the start of the academic year and are aware that it is mandatory to report FGM to the police without delay. Legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

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

Forced marriage (A form of so-called 'honour-based abuse')

A forced marriage is a marriage in which one or both of the parties are married without her/his consent or against her/his will. Forced marriage is different from an arranged marriage in which both parties' consent to the assistance of parents/family or a third party in identifying a spouse. Our school aims to ensure that pupils understand and respect one another regardless of age, gender, or sexual orientation. The School does this through its Behaviour Policy, Anti-Bullying Policy, E-Safety Policy as well as their close working relationship with the Police, Local Authority Attendance Officer, Behavioural Support and Children's Social Services. Forced marriage is a crime or incident, which is often committed to protect or defend the so called 'honour' of family and/or community.

The School is aware of the seriousness of this issue and, if a pupil discloses information, about forced marriage whether for themselves, a sibling or other pupil then parents will be contacted and, where necessary a referral will be made to Children's Social Care.

Gangs or youth violence

Our school treats all violent behaviour and the threat of violent behaviour seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour. When necessary, the police will be contacted.

Gender-based violence

At our school we treat gender-based violence seriously. Supported by our Anti-Bullying Policy, Behaviour Policy and Child Protection and Safeguarding Policy, we will respond promptly and effectively to any incidents. The pupils will receive information through the curriculum and assemblies as well as yearly events to provide understanding that everyone should be treated with respect. The school also has a close working relationship with parents/carers to ensure support with behaviour.

Hate

Our school is aware that a hate crime is any incident carried out against a person because of their sex, race, religion, disability, or sexual orientation. It can include: -

- verbal abuse and harassment
- threats and intimidation
- physical assault and violence, including sexual violence
- property damage
- graffiti
- offensive mail

If a person has suffered - or witnessed – a hate crime they can call the police on 101 or report an emergency by calling 999 and ask for the police.

If it is a child at school who is being harassed and a disclosure is made then it is important to listen to the child and follow procedures as set out in the Child Protection and Safeguarding Policy and, inform the parent/carer and if necessary, contact Coventry Social Services. If it is happening in the school, it is important that the staff member inform the principal immediately, seek help from your trade union or tell the police.

Homelessness

Staff are made aware, through their ongoing training, that there may be times when families of children who attend our school may be in the situation where they either are made homeless or are threatened with homelessness. If staff have any concerns about children in their care, then it is important to refer the issue to the DSL's within the school who will in turn will make appropriate enquiries to support the family in need. Homelessness is addressed with the children through charitable work e.g. Harvest Festival. Where there are concerns that a family are going through hardships resulting in homelessness, outside agencies would be contacted. Support for the child and family would be provided within school.

(So-called) 'Honour-based' abuse (For FGM and Forced Marriage, types of so-called 'honour-based' abuse, see above)

The school understands that Honour based violence is a crime or incident which is often committed to protect or defend the so called 'honour' of family and/or community. Crimes 27 of so-called 'honour' do not always include violence; crimes committed may include:

- Domestic abuse
- Threats of violence
- Threats to disown you
- Sexual abuse
- Psychological/emotional abuse, for example "Your grandma wants to see you marry before she dies"; "I will kill myself if you bring shame to our family by not getting married"; "If you don't marry him then your sister will have to".

Radicalisation and Extremism

Our school is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Prevent training takes place during the Safeguarding training and is also updated throughout the academic year. During this training staff will understand:-

- That schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to prevent people from being drawn into terrorism.
- We Promote British values and tolerance keeping children safe from the dangers of radicalisation and extremism
- We prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language

- Signs to look out for include use of extremist language or symbolism, sharing of extreme views, changes in behaviour or looking up extremist content online. Young people should be encouraged to talk openly about views so issues can be addressed.
- Far right extremism and 'Islamic' extremism are the most prevalent in the West Midlands. Staff will also be made aware of how referrals need to be made and how the Channel Panel are involved when there is a concern about a referral. Children are taught to respect differences and to show tolerance towards others through our PSHE work and through the ethos of our school.

Relationship abuse

Our school are aware that any abuse in relationships is extremely serious and staff are advised to follow the referral procedures as set out in the Child Protection and Safeguarding Policy. All concerns are logged on CPOMS and are passed onto the DSL's who will make a referral if necessary.

Serious Violence

Staff at our school are asked to refer to the following policies if there is a concern regarding serious violence:

- Behaviour Policy
- Anti-Bullying Policy
- Suspensions and Permanent Exclusions Policy

Sexual violence or sexual harassment (including child-on-child abuse)

Staff at our school are asked to refer to the following policies if there is a concern regarding serious violence, sexual violence or sexual harassment:

- Child Protection and Safeguarding Policy
- Child-on-Child abuse
- Whistleblowing Policy
- Working alone with children
- Allegations against staff

Sharing of consensual or non-consensual nude images and videos

Staff within our school are aware that challenge should arise when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. This engagement with sexual content (previously known as 'sexting') can be consensual or no consensual. The school provides a programme of training to staff regarding e-safety, which is regularly updated as well as supporting children with e-safety to ensure that they are kept safe. The E-Safety Policy supports the work undertaken throughout the school.

See <https://romeromac.com/policies-procedures/> for Photography and Images Policy.

Trafficking and modern slavery

At our school, we are aware that Trafficking and modern slavery is a serious issue. We teach pupils about risks, crimes and how to keep themselves safe. If staff receive any concerns about a child, it is their 'duty of care' to refer the issue to the DSL's and in turn to the Children's Social Care.

Children absent from education, home or care

The school will also take action to protect;

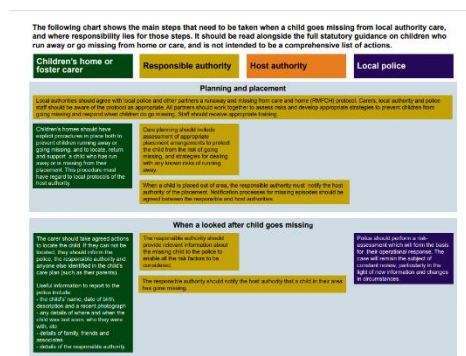
- Children **absent from** education
- Children missing from home or care

Staff at the school are aware that the following policies should be consulted in relation to any child that is missing.

See <https://romeromac.com/policies-procedures/> for Children Absent From Education Policy and Attendance, Punctuality, Exceptional Leave Policy.

Romero Attendance Team

- **Sharon Feeney** is the Romero MAC Strategic lead for Attendance: s.feeney@romeromac.com
- **Sophie Kidd** – s.kidd@romeromac.com
- **Lindsay Turner** – l.turner@romeromac.com
- **Jana Simmons** (attendance admin support) – j.simmons@romeromac.com



Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through the **Children and family initial response service referral process**. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than **28 days**.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;

- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

Appendix C - Teacher Standards

Full details of these Teachers' Standards can be found here: [Full Guidance of Teachers' Standards Dec 2021.pdf](#)



**Department
for Education**

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



**Department
for Education**

Teachers' Standards

How should they be used?

"Nothing has more impact on a child's achievement than the quality of teaching they receive and in the new standards for teachers we have prioritised the importance of classroom practice and subject knowledge."

Dame Sally Coates, Chair of the independent Review of Teachers' Standards and Principal of Burlington Danes Academy

What are the Teachers' Standards?

- The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- They were developed by an independent review group made up of leading teachers, headteachers and other experts.

Practising teachers can use the Teachers' Standards to support their own professional development and growth.

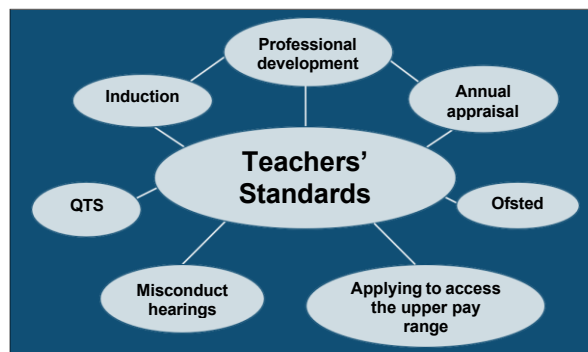
- They can be used by individual teachers to review their practice and inform their plans for continuing professional development.
- The most successful education systems in the world are characterised by high levels of lesson observation. Teachers benefit from observing one another's practice in the classroom. Teachers learn best from other professionals. Observing teaching and being observed, and having the opportunity to plan, prepare, reflect and teach with other teachers can help to improve the quality of teaching.
- Many teachers are keen to improve their own practice by having feedback on their teaching from colleagues and from observing the practice of others.

Those involved in training and inducting early career teachers must use the Teachers' Standards to ensure quality of new entrants to the profession.

- The Teachers' Standards must be used by initial teacher training (ITT) providers to assess when trainees can be recommended for qualified teacher status.
- They must be used by schools to assess the extent to which early career teachers can demonstrate their competence at the end of their induction period.

"The new Teachers' Standards give an unequivocal message that highly effective teaching is what matters in this profession. The Review Group has seized the opportunity to raise the bar for current and future teachers. Our nation's children and young people deserve no less."

Roy Blatchford, Deputy Chair of the independent Review of Teachers' Standards and Director of the National Education Trust



Headteachers and others should use the Teachers' Standards to improve standards of teaching in their schools, by setting minimum expectations and assessing performance against them.

- The Teachers' Standards must be used by maintained schools to assess teachers' performance. They can be used by all schools and teachers to identify development needs and plan professional development.
- Headteachers and other appraisers should use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.
- Teachers applying to access the upper pay range will be assessed as to whether they are highly competent in all elements of the Teachers' Standards and whether their achievements and contribution to an educational setting or settings are substantial and sustained.
- In addition to the Teachers' Standards, governing bodies have the option of also assessing headteachers' performance against the 2020 Headteachers' Standards.
- Ofsted inspectors will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in all schools (including academies).

The Teaching Regulation Agency can use Part Two of the Teachers' Standards when hearing cases of serious misconduct.

- Since April 2012, the Teaching Regulation Agency has been able to use Part Two of the Teachers' Standards when hearing cases of serious misconduct, regardless of the setting in which a teacher works.

"The Teachers' Standards... set clear expectations about the skills that every teacher in our schools should demonstrate. They will make a significant improvement to teaching by ensuring teachers can focus on the skills that matter most."

Michael Gove, Secretary of State for Education, launching the Teachers' Standards in July 2011

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>
This information sheet was last updated in December 2021