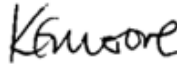




Safeguarding Children and Child Protection Policy

2026-2027

Be Ready. Be Kind. Be Respectful.

Last reviewed	September 2026
Next review	September 2027
Person responsible	Mr Jamie Broughton
Chair of Governors	Mrs Karen Moore
Approval/signature	

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1. Child Protection and Safeguarding Key Staff

Role	Name	Contact
Designated Safeguarding Lead; Prevent Lead; GET SAFE Lead; Designated Teacher for Children in Care	Mr Jamie Broughton	broughtonjd@droitwichspahigh.worcs.sch.uk 01905 774421
Deputy DSL	Mrs Claire Moss	MossC@droitwichspahigh.worcs.sch.uk
Deputy DSL	Mrs Gemma Lloyd-Davies	LloydDaviesG@droitwichspahigh.worcs.sch.uk
Deputy DSL	Mr Andrew Ward	WardAM@droitwichspahigh.worcs.sch.uk
Deputy DSL	Mr Edward Rollit	RollitEC@droitwichspahigh.worcs.sch.uk
Deputy DSL	Mrs Laura Proust	ProustL@droitwichspahigh.worcs.sch.uk
Deputy DSL	Mr Adam Kirk	KirkAJ@droitwichspahigh.worcs.sch.uk
Online Safety Co-ordinator	Dr Buckler	School: 01905 774421
Governor Committee Responsible	Mrs Tracy McRoy	Via school
Governor Lead and Chair of Governors	Mrs Karen Moore	Via school

External safeguarding contacts

Worcestershire Family Front Door: 01905 822666 during core working hours.

Out of hours and weekends: 01905 768020.

Safeguarding in Education Adviser, Worcestershire County Council: Denise Hannibal.

Emergency: call 999 where a child is in immediate danger.

2. Safeguarding Statement: Our Commitment and Legislation

Droitwich Spa High School and Sixth Form Centre (DSHS) aims to provide an open, supportive environment where every student feels safe, listened to and able to ask for help. Safeguarding and promoting children's welfare is everyone's responsibility.

This policy applies to all staff, governors, volunteers, agency staff, contractors and visitors. It reflects the Children Acts 1989 and 2004, the Education Act 2002, the Children and Families Act 2014, Working Together to Safeguard Children 2026 and Keeping Children Safe in Education (KCSIE) 2026, together with local Worcestershire safeguarding arrangements.

Our principles: Be Ready, Be Kind, Be Respectful

- The child's best interests are central to decisions.
- Children's wishes and feelings are sought and considered.
- Concerns are acted on promptly and recorded accurately.
- Information is shared lawfully when needed to protect a child.
- No form of abuse, harassment, discrimination or harmful behaviour is dismissed as banter.

3. Management of Safeguarding

The governing body provides strategic oversight and ensures that policies, training, safer recruitment and reporting systems are effective. The Co-Headteachers ensure that the policy is followed and that the DSL team has sufficient authority, time, training and resources.

The DSL leads safeguarding and child protection, including online safety, and works with children's social care, police, health and other partners. Deputy DSLs are trained to the same standard, but lead responsibility remains with the DSL.

A DSL or deputy is available during school hours. Suitable cover is arranged for out-of-hours, off-site and holiday activities.

All staff receive safeguarding and child protection training at induction, annual training and regular updates. Staff working directly with children read KCSIE Part One and Annex A; governors read the relevant management sections. Staff receive updates on local risks and emerging technology, including deepfakes, impersonation, manipulation and AI-generated imagery.

4. Whole-School Approach to Safeguarding

Safeguarding is embedded in the school's culture, curriculum, behaviour systems, staff conduct, site security, attendance work, health and safety and online safety. DSHS maintains the attitude that "it could happen here".

The school considers risks within the local community and consults pupils, staff and relevant agencies. Information about local risks informs staff briefings, pastoral support and PSHE/RSE planning.

Students know who they can speak to and how to report concerns.

Staff challenge harmful language and behaviour early.

The school uses Worcestershire Levels of Need guidance when deciding on family help or statutory referrals. Children with SEND or other vulnerabilities receive communication support and tailored safeguarding responses.

5. Co-Headteachers

The Co-Headteachers ensure that safeguarding policies are implemented consistently, referrals and allegations are handled promptly, and staff understand their individual duties. They support an open culture where staff and volunteers can report unsafe practice without fear, ensure sufficient resources and time for the DSL team, notify the Local Authority Designated Officer (LADO) where required and ensure staff know they may contact children's social care or police directly if necessary to protect a child.

6. Governors and Trustees

The governing body reviews this policy at least annually and whenever guidance or significant circumstances change. Governors receive safeguarding and online safety training and provide informed challenge and assurance. They maintain effective child protection, whistleblowing and staff conduct arrangements, oversee safer recruitment, the Single Central Record, filtering and monitoring, alternative provision and use of premises, appoint a safeguarding governor, ensure the DSL role is held by an appropriate senior leader and ensure pupils are taught how to keep themselves and others safe.

7. Designated Safeguarding Lead

The DSL holds strategic and operational responsibility for safeguarding and child protection, including online safety. The DSL advises staff, assesses risk, coordinates support and referrals, represents the school at multi-agency meetings and keeps the Co-Headteachers informed. In addition, they maintain confidential, accurate records and child protection chronologies, transfer safeguarding files securely and promptly when a pupil changes setting, liaise with the Senior Mental Health Leads, Designated Teacher, Virtual School, police and social care, ensure the school understands local referral routes, Prevent procedures and family help services, monitor patterns, vulnerable groups, attendance and educational outcomes.

8. Multi-Agency Working and Family Help

DSHS works with Worcestershire Children First, the Worcestershire Safeguarding Children Partnership, police, health services and other agencies. The school contributes to assessments, child protection plans and coordinated support.

Family help should be offered quickly as emerging needs are identified. If needs increase, risk remains or progress is insufficient, the DSL considers referral to children's social care, sharing relevant information promptly and attend meetings when requested. Furthermore, the school supports section 17 and section 47 assessments.

Parents and carers are involved unless doing so may place a child at additional risk.

9. What Staff Need to Know and Do

All staff must know the DSL team, school reporting arrangements, signs of abuse and neglect, and their role in family help and statutory referrals. A child may not describe their experience directly, recognise it as harmful or feel ready to talk. Staff must;

- Remain professionally curious.
- Listen carefully and take the child seriously.
- Do not promise confidentiality or investigate.
- Record facts and the child's own words as soon as possible.
- Report immediately through CPOMS and alert the safeguarding team.
- Staff without CPOMS access use Form 1 in Appendix C.
- If there is immediate danger, call 999 and make an urgent referral.

10. Children with Additional Vulnerabilities

Some children face additional barriers to being heard or protected. This includes children with SEND, disabilities, communication needs, mental health needs, caring responsibilities, experience of care, private fostering, disrupted education, family imprisonment or insecure housing.

Staff will;

- Not assume behaviour, injury or distress is explained by disability or diagnosis.
- Use appropriate communication support and seek the child's views.

- Coordinate with parents, carers and professionals while remaining alert to risk.
- Consider attendance, peer relationships, online experiences and extra-familial harm.

11. Online Safety, Artificial Intelligence, Filtering and Monitoring

Online safety is integral to safeguarding. Risks are considered as content, contact, conduct and commerce. Abuse may occur online, offline or across both. The DSL leads online safety and understands the school's filtering and monitoring arrangements.

Governors ensure filtering and monitoring are reviewed at least annually, roles are assigned and harmful content is blocked without unreasonably restricting teaching and learning. DSHS monitors school internet traffic using SENSO and acts on alerts.

Students do not use mobile devices during the school day; devices seen are managed under the school's mobile phone policy. AI-generated or altered harmful images, deepfakes, impersonation, sextortion and technology-facilitated abuse are treated as safeguarding concerns. Parents and carers will receive information about online risks and the school's systems, led by Mr Roger Wylde and Mr Matthew Gwilliam.

12. Safeguarding in the Curriculum

Preventative education is delivered through PSHE/RSE, computing, tutor time, assemblies and the wider curriculum. Teaching is age-appropriate, inclusive and adapted for SEND and other vulnerabilities. The school deliver age appropriate lessons on;

- Healthy and respectful relationships, consent and boundaries.
- Bullying, cyberbullying, discrimination and reporting routes.
- Online safety, misinformation, AI, image sharing, fraud and exploitation.
- Drugs, alcohol, violence, domestic abuse, radicalisation and community safety. (The "No!" campaign reinforces and facilitates that unacceptable behaviour must be reported)

13. Information Sharing and Confidentiality

Information sharing is essential to effective safeguarding. UK GDPR and the Data Protection Act 2018 do not prevent relevant, proportionate sharing for the purpose of keeping children safe. Consent is not required where seeking it would increase risk or delay essential action. Staff will be advised on the following;

- Share only with people who need to know.
- Explain to the child, where appropriate, what will happen next.
- Never promise secrecy.
- Record what was shared, with whom, when and why.

14. Record Keeping

All concerns, discussions, decisions, actions and outcomes are recorded promptly and accurately in CPOMS. Child protection files are separate from general education records and access is restricted to authorised staff. Staff are trained to use facts and the child's own words, distinguish fact from professional opinion, include date, time, people involved, action and outcome.

The safeguarding team reviews cases, patterns and chronologies regularly and when a child transfers, records are sent securely and receipt is confirmed.

15. Procedures for Managing Concerns

The DSL is the first point of contact. Staff report concerns immediately through CPOMS or Form 1. The DSL uses Worcestershire thresholds and professional judgement to decide whether the response is school support, family help, a social care referral, police involvement or another specialist pathway. Staff trained to call 999 in emergencies and if the DSL team is unavailable, contact the most senior member of staff or

children's social care directly and if a concern is not addressed or risk remains, escalate to the Co-Headteachers, Chair of Governors or relevant agency.

16. Child Abduction and Community Safety

Concerns about attempted abduction, suspicious approaches, loitering or other community incidents must be reported to the DSL. The school will assess risk, inform parents or carers where appropriate and work with police or other agencies.

17. Attendance, Children Missing Education and Elective Home Education

Unexplained, repeated or persistent absence can indicate neglect, exploitation, abuse, mental health difficulty, serious violence or other safeguarding need. Attendance information is considered alongside welfare and contextual information.

DSHS informs the local authority when required and follows statutory guidance when a pupil is removed from roll. Where a parent intends to electively home educate, the school seeks a meeting and shares relevant safeguarding information lawfully. Staff report concerning absence patterns to the DSL, the DSL ensures vulnerable pupils are followed up promptly. Emergency contacts are kept current, with more than one contact wherever reasonably possible.

18. Family Imprisonment, Homelessness and Private Fostering

Children affected by parental offending, housing insecurity or private fostering may need family help or statutory support. Staff report concerns through CPOMS. The DSL liaises with relevant services and notifies the local authority of private fostering arrangements.

Private fostering generally means care for 28 days or more by someone who is not a parent, person with parental responsibility or close relative.

Housing support does not replace a social care referral where a child has suffered or may suffer harm.

19. Exploitation, County Lines, Trafficking and Serious Violence

DSHS treats children affected by criminal or sexual exploitation as victims. Staff are alert to changes in attendance, presentation, relationships, money or possessions, unexplained injuries, fear, coercion, weapon carrying and links to gangs or county lines. Safety planning, trusted-adult support and multi-agency intervention are considered.

Staff will;

- Report concerns immediately to the DSL through CPOMS.
- The DSL uses Worcestershire Levels of Need and GET SAFE processes and shares intelligence with police where appropriate.

20. Domestic Abuse and Operation Encompass

Children who see, hear or experience the effects of domestic abuse are victims in their own right. DSHS acts on Operation Encompass notifications and offers timely, proportionate support. Staff remain alert to changes in behaviour, wellbeing and attendance. High-risk cases may be considered for MARAC, alongside any required social care referral and information is recorded and shared securely.

21. Honour-Based Abuse, FGM and Forced Marriage

Honour-based abuse, including female genital mutilation and forced marriage, is a safeguarding and child protection concern. Staff must act promptly, observe the “one chance” principle and must not contact family members or attempt mediation before specialist advice.

Staff and DSL will;

- Report concerns immediately to the DSL.
- Teachers must personally report to police where they discover that FGM appears to have been carried out on a girl under 18.
- The DSL follows local procedures and seeks advice from children’s social care, police or the Forced Marriage Unit.

22. Prevent, Extremism and Radicalisation

The Prevent duty is part of the school’s wider safeguarding responsibilities. There is no single indicator of radicalisation. Staff use professional judgement, remain alert to changes and report concerns to the DSL. The DSL considers a Prevent referral in line with local procedures and our curriculum and pastoral work promote critical thinking, respectful dialogue and fundamental British values.

23. Relationships and Sex Education

All pupils, including sixth-form students, receive age-appropriate Relationships, Sex and Health Education. Teaching covers families, respectful relationships, online and media, personal safety and healthy intimate relationships, in line with statutory guidance and the school’s RSE policy.

24. Child-on-Child Abuse

Children can abuse other children in school, outside school and online. DSHS has a zero-tolerance approach and will not dismiss concerns as banter, part of growing up or harmless fun. Reports are taken seriously, recorded, risk assessed and referred to the DSL without delay.

The school will;

- Support the child who has reported harm and protect them from further harm.
- Consider the needs and safety of all children involved.
- Use the Hackett Continuum and other recognised tools where appropriate.
- Address bullying, physical harm, harassment, coercion, image-based abuse, harmful sexual behaviour, exploitation, hazing and online abuse.

See Appendix 1 for the detailed procedure.

25. Allegations and Low-Level Concerns About Adults

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the staff code of conduct. Concerns about staff, supply teachers, volunteers, governors or contractors are handled promptly, fairly and transparently. Concerns meeting the harm threshold are reported to a Co-Headteacher, or to the Chair of Governors if the concern is about a Co-Headteacher, with LADO advice sought as required. Whistleblowing routes remain available if normal reporting routes are unsuitable or ineffective.

26. Safer Recruitment, Visitors, Contractors and Single Central Record

DSHS follows safer recruitment requirements, completes the appropriate pre-employment checks and maintains an accurate Single Central Record. Online searches may form part of due diligence for shortlisted candidates.

The school will ensure;

- Visitors report to reception, confirm identity, wear the correct lanyard and receive safeguarding information.
- Unvetted visitors are supervised.

- Contractors and agencies provide evidence of appropriate checks and safeguarding arrangements.
- Volunteers are risk assessed and receive the level of DBS check required for their role.

27. Managing Professional Disagreements

Professional disagreement must never delay action to protect a child. Staff first raise concerns with the DSL or relevant professional, then use school and local escalation procedures if risk remains or the response is insufficient. A clear record is kept of the concern, challenge and outcome.

28. Reasonable Force and Restrictive Intervention

Staff may use reasonable force only where lawful, necessary and proportionate to prevent injury, serious disorder, an offence or significant damage. No more force than necessary is used. Incidents are recorded, reviewed and communicated in line with the school's behaviour and safeguarding procedures.

29. Children Looked After, Previously Looked After and Those with a Social Worker

The DSL and Designated Teacher work together to promote safety, wellbeing, attendance and educational outcomes. Relevant staff know the child's legal status, care arrangements and professional contacts on a need-to-know basis. DSHS will maintain social worker and Virtual School Head details, respond promptly to attendance, presentation, engagement or welfare concerns and use Pupil Premium Plus and personal education planning to support identified needs.

30. Emotional Health, Wellbeing and Mental Health

Mental health difficulties may be an indicator that a child has experienced or is at risk of abuse, neglect or exploitation. Staff record safeguarding concerns in CPOMS and seek urgent help if safety is at immediate risk. DSHS has the following support mechanism;

- 2 x Senior Mental Health Leads: Mr Adam Kirk and Mr Jamie Broughton.
- Wellbeing and Pastoral Support Officer: Mrs Laura Proust.
- Droitwich WEST on site. Referrals are completed with appropriate consents through Droitwich Spa high School.

If there is immediate danger, call 999; for urgent non-emergency mental health help, use NHS 111 and select the mental health option.

31. Use of Premises for Non-School Activities

Where premises are hired, DSHS checks that the hirer has suitable safeguarding arrangements, public liability insurance and a risk assessment. Safeguarding concerns connected with a hirer are managed under school procedures and reported to relevant agencies where required.

32. Alternative Provision and Off-Site Education

DSHS remains responsible for safeguarding pupils placed in alternative provision. Before placement and throughout it, the school checks the provider's safeguarding arrangements, suitability, attendance reporting, staff checks and ability to meet the pupil's needs. Concerns are shared promptly and placements are reviewed. Mr Ward will complete regular Quality Assurance visits, addressing any concerns.

33. Other Relevant Policies

This policy should be read with the school's policies on behaviour, anti-bullying, staff conduct, whistleblowing, online safety, mobile phones, RSE, SEND, health and safety, recruitment, allegations and low-level concerns, educational visits, alternative provision, looked-after children, medical needs, drugs, lettings and work experience.

34. Statutory and Local Framework

This policy is implemented with reference to current statutory and local guidance, including:

- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Working Together to Improve School Attendance 2026.
- Prevent duty and Channel guidance.
- Information sharing advice for safeguarding practitioners.
- Worcestershire Safeguarding Children Partnership procedures and Levels of Need guidance.
- Department for Education filtering and monitoring and cyber security standards.
- National guidance on sharing nude and semi-nude images, forced marriage and female genital mutilation.

Where guidance changes during the policy year, the school will apply the current statutory requirement and update practice and policy as necessary.

Appendix A. Key Definitions

Child

Anyone under the age of 18.

Safeguarding

Protecting children from maltreatment; preventing impairment of health or development; ensuring safe and effective care; and taking action so children have the best outcomes.

Abuse

A form of maltreatment. It may be physical, emotional or sexual, or involve neglect, exploitation or technology.

Neglect

Persistent failure to meet a child's basic physical or psychological needs, likely to impair health or development.

Child-on-child abuse

Physical, emotional, sexual or online abuse, exploitation, coercion, harmful behaviour or violence by one child towards another.

Child criminal exploitation

Where an individual or group uses a power imbalance to coerce, manipulate or deceive a child into criminal activity.

Child sexual exploitation

A form of child sexual abuse in which a power imbalance is used to coerce, manipulate or deceive a child into sexual activity.

County lines

Criminal networks using dedicated communication lines to supply drugs between locations, often exploiting children or vulnerable adults.

Domestic abuse

Physical, emotional, psychological, sexual, economic, coercive or controlling behaviour between personally connected people. Children may be victims through seeing, hearing or experiencing its effects.

Honour-based abuse

Abuse connected to perceived family or community honour, including forced marriage and female genital mutilation.

Radicalisation

The process by which a person comes to support terrorism or extremist ideologies.

Extremism

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance.

Low-level concern

A concern that an adult may have acted inconsistently with the staff code of conduct but the behaviour does not meet the harm threshold.



Appendix B. The Safeguarding Team at DSHS

Your Safeguarding Team

Tell someone if you feel unsafe

Mr Jamie Broughton
Assistant Headteacher
Student's Welfare and Safeguarding Lead
@broughtonJ @droitwichhighschool.worce.sch.uk

Tell someone if you feel unsafe

Mrs Claire Moss Co-Headteacher Deputy DSL MossC@droitwichhighschool.worce.sch.uk	Mrs Laura Proust Wellbeing and Pastoral Support Officer Deputy DSL ProustL@droitwichhighschool.worce.sch.uk	Mr Adam Kirk Senior Leader—Head of Parks House Deputy DSL KirkAA@droitwichhighschool.worce.sch.uk	Mr Ed Rollit Sixth Form Pastoral Manager Deputy DSL RollitED@droitwichhighschool.worce.sch.uk	Mr Andrew Ward Senior Leader Deputy DSL WardAM@droitwichhighschool.worce.sch.uk	Mrs Gemma Lloyd-Davies Co-Headteacher Deputy DSL LloydDaviesG@droitwichhighschool.worce.sch.uk
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Safeguarding is EVERYONE'S responsibility

Tell someone if you feel unsafe. Safeguarding is everyone's responsibility.



Appendix D. The “No!” Campaign



Students can report unacceptable behaviour to a trusted adult or by using the school reporting routes shown in the campaign materials.

Appendix E: Child-on-Child Abuse Procedure

Purpose

This appendix supports the main policy, Behaviour Policy, Online Safety Policy, Staff Code of Conduct and KCSIE 2026. Child-on-child abuse can occur inside or outside school and online or offline.

Whole-school prevention

The school promotes respectful relationships, clear boundaries, consent, inclusion, reporting confidence and early challenge to harmful language, stereotypes and behaviour. PSHE/RSE and online safety education are responsive to emerging risks.

Forms of child-on-child abuse

This may include bullying and cyberbullying; physical or emotional abuse; abuse in personal relationships; sexual violence or harassment; harmful sexual behaviour; image-based abuse; upskirting; coercion; initiation or hazing; exploitation; online abuse; AI-generated harmful imagery; and sextortion.

Responding to a report

Staff listen, reassure, avoid leading questions, record the child's words and report immediately to the DSL. The DSL considers immediate safety, the wishes of the child, seriousness, ages and developmental needs, power imbalance, recurrence, SEND and other vulnerabilities, ongoing risk and advice from agencies.

Risk assessment and action

The DSL records the decision-making process and considers immediate protection, separation where necessary, school support, family help, social care, police, specialist services and disciplinary action. Criminal investigation and safeguarding support can run alongside school action.

Harmful sexual behaviour

The DSL may use the Hackett Continuum and other recognised tools to distinguish developmentally expected, inappropriate, problematic and abusive behaviour. Professional safeguarding judgement takes precedence.

Sharing nude or semi-nude images and AI-generated images

Staff do not view, copy, print, forward or save images unless specifically directed by police or safeguarding guidance. Concerns are reported immediately. Deepfakes, nudification, AI-generated imagery and related coercion are treated with the same seriousness as other image-based safeguarding concerns.

Support and monitoring

Children who report harm are listened to, protected and offered appropriate pastoral or specialist support. Children who display harmful behaviour also receive assessment and support while accountability and safety remain clear. The DSL monitors actions, outcomes, patterns and recurrence.

Parents and carers

Parents and carers are normally informed and involved unless this may increase risk or conflict with agency advice. Families receive clear information, reporting routes and signposting.

Appendix F. Recognising and Responding to Abuse and Neglect

Possible signs

No single sign proves abuse. Staff look for changes, patterns, combinations and context, including:

Unexplained or repeated injuries, or explanations that do not fit.

Marked changes in behaviour, mood, confidence, relationships, attendance, presentation or attainment.

Fear of particular people or places, withdrawal, aggression or unusual compliance.

Poor hygiene, unsuitable clothing, persistent hunger, tiredness or unmet health needs.

Age-inappropriate sexualised language or behaviour, unexplained gifts or money, or concerning online activity.

A child's direct or indirect disclosure, including through behaviour, artwork, writing or peer conversation.

If a child tells you something

1. Stay calm and listen.
2. Take the child seriously and reassure them that telling was the right thing to do.
3. Do not promise confidentiality. Explain that you must share the information with people who can help.
4. Do not investigate, ask leading questions or confront anyone.
5. Make an accurate record using the child's own words.
6. Report immediately to the DSL or deputy through CPOMS or Form 1.
7. If there is immediate danger, call 999 and contact children's social care.

The staff role is to observe, listen, record and report. It is not to diagnose or investigate.