Child Protection and Safeguarding policy

Grange Park Prep School

September 2026

Member of staff responsible: Mr. Jamie Pitchford

Head: Mr. Gavin Biston

Policy witnessed and signed by School Proprietor:

Mr A Mehta

Contents

KEY SCHOOL CONTACTS 3
KEY EXTERNAL CONTACTS 4
1 Aims 5
2 Scope and application 5
3 Regulatory framework 5
4 Publication and availability 7
5 Definitions 7
6 Responsibility statement and allocation of tasks 8
7 Safeguarding principles 9
8 Responsibilities of staff in relation to safeguarding 12
9 What to do if staff have a concern about a pupil 13
10 Managing support for pupils internally 14
11 Family Help 14
12 Making a referral 16
13 Allegations against pupils - child on child abuse 17
14 What to do if staff have a concern about someone else's welfare 18
15 Allegations against staff 18
16 Low level concerns 18
17 Informing parents 19
18 Use of school premises for non-school activities 19
19 Additional reporting 19
20 Safer recruitment and supervision of staff 20
21 Use of mobile technology 20
22 Regulations and safeguarding requirements relating to school premises 21
23 Filtering and monitoring 23
24 Training 24
25 Risk assessment 25
26 Monitoring and review 26
27 Record keeping 27
28 Version control 28

Appendix

Appendix 1 Indicators of abuse 29
Appendix 2 Concerns about a child - guidance for staff 42
Appendix 3 Dealing with allegations against staff 46
Appendix 4 Responsibilities of the Designated Safeguarding Lead (DSL) 50
Appendix 5 Safer Working Practices 56

KEY SCHOOL CONTACTS

Designated Safeguarding Lead (DSL) Name, job title and contact details	Mr. Jamie Pitchford Deputy Head james.pitchford@gpps.org.uk 0208 360 1469
Shared Safeguarding Mailbox Accessible by all members of the Safeguarding team	safeguarding@gpps.org.uk
Deputy Designated Safeguarding Lead/s (DDSLs) Name, job title and contact details	Mr. Gavin Biston Headteacher headteacher@gpps.org.uk 0208 360 1469 Mrs. Rebecca Collett Inclusion Lead Rebecca.collett@gpps.org.uk 0208 360 1469
EYFS DSL Name, job title and contact details	Mrs. Samantha Madden (EYFS Provision) EYFS Lead and Reception Teacher Samantha.Madden@gpps.org.uk 0208 360 1469
Head Name and contact details	Mr. Gavin Biston Headteacher headteacher@gpps.org.uk 0208 360 1469
Board Level Lead for Safeguarding / Safeguarding Governor	Mrs Carrie Askew Email: operations@inspiredlearninggroup.co.uk Telephone number: 07789 882597
Chair of School Board	Mr. Callum Douglas Email: cdouglas@gideaparkpre.co.uk Telephone number: 01708 740381

Proprietor	Mr Amit Mehta Telephone number: 020 7127 9862

KEY EXTERNAL CONTACTS

Children's Single Point of Access (CSPA) or Multi Agency Safeguarding Hub (MASH)	Enfield Safeguarding Team https://www.enfield.gov.uk/safeguardingenfield 020 8379 2767 020 3821 1920 Monday to Friday 9am to 5pm 020 8379 1000 (Emergency duty team for nights and weekends)
Local Area School Officer	Children's MASH (Multi Agency Safeguarding Hub): **020 8379 5555** Or email: childrensMASH@enfield.gov.uk
Local Area Designated Officer (LADO)	Cathy Phelan safeguardingservice@enfield.gov.uk 0208 379 2850
Other Local Area Contacts	• Enfield Designated Officer (LADO) 020 8379 2767 • Hertfordshire Designated Officer (previously LADO) 0300 123 4043 • Barnet Designated Officer (MASH) 0208 359 4066 • Enfield Duty Officer (if urgent) 0208 379 1000 • Enfield Children & Families Support Team 020 8379 2574 • Haringey MASH Team 0208 489 4470 • Haringey (out of hours) 020 8489 0000 • CAHMS Parent Helpline: 0808 802 5544 • CAHMS Chase Farm: 020 8375 2999 • MIND in Enfield

	0208 906 7505 (mindinenfield.org.uk)
FGM reporting - non-emergency police contact number	101
Prevent partners and advice about extremism	Prevent Education Officer (Enfield) prevent@enfield.gov.uk **Non-emergency DfE advice** 020 7340 7264 counter-extremism@education.gsi.gov.uk
UK Safer Internet Centre	0344 381 4772 helpline@saferinternet.org.uk
NSPCC whistleblowing helpline	NSPCC Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk

1 Aims

1.1 This is the safeguarding and child protection policy and procedures of [Name of School].

1.2 The aims of this policy are as follows:

1.2.1 to actively promote and safeguard the welfare of children, staff and others who come into contact with the School;

1.2.2 to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and/or allegations of abuse;

1.2.3 to raise the awareness of all staff of their safeguarding responsibilities and how to report concerns;

1.2.4 to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and feel supported in this role;

1.2.5 to ensure consistent good safeguarding practice throughout the School.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 Where settings have a nursery provision, KCSIE 2026 should be read alongside statutory guidance, section 3, of the EYFS statutory framework (for children aged 0-5 in school-based nurseries and reception).

2.3 This policy applies at all times including where pupils or staff are away from the School.

2.4 This policy applies to core School activities and to out of hours activities.

2.5 This policy is designed to address the specific obligations on the School to safeguard and promote the welfare of children, as defined below.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014 (as amended in 2026);

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, July 2026);

3.1.3 Education and Skills Act 2008;

3.1.4 Childcare Act 2006;

3.1.5 Children Act 1989 and 2004;

3.1.6 Children and Social Work Act 2017;

3.1.7 Data Protection Act 2018 (DPA), UK GDPR and the Data (Use and Access) Act 2025;

3.1.8 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2026) (**KCSIE**);

3.2.2 Working together to safeguard children (HM Government, 2018. Last updated March 2026) (**WTSC**);

3.2.3 Relationships, Sex and Health Education (HM Government, 2019. Last updated July 2025, with latest changes to become effective from September 2026) (**RHSE**);

3.2.4 Disqualification under the Childcare Act 2006 (DfE, 31 August 2018 – still referenced but now archived);

3.2.5 Prevent duty guidance for England and Wales (HM Government, July 2015. Last updated March 2024);

3.2.6 Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015. Last updated December 2023);

3.2.7 Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016. Last updated July 2020);

3.2.8 What to do if you're worried a child is being abused: advice for practitioners (HM Government, updated 2024);

3.2.9 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018. Last updated May 2024);

3.2.10 Sharing nudes and semi-nudes; advice for education settings (UKCIS 2020, updated periodically);

3.2.11 Children missing education (DfE, September 2016. Last updated August 2024);

3.2.12 Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);

3.2.13 Searching, screening and confiscation: advice for schools (DfE, September 2023);

3.2.14 Safeguarding children (links to government guidance and resources);

3.2.15 Teaching Online Safety in Schools (DfE June 2019. Last updated January 2023)

3.2.16 UK Council for Internet Safety guidance (various);

3.2.17 Mental health and behaviour in schools (DfE, November 2018. Last updated 2023);

3.2.18 Behaviour in schools (DfE, February 2024 to include guidance on mobile phones updated January 2026);

3.2.19 Working together to improve school attendance (DfE, September 2022. Last updated July 2026);

3.2.20 Meeting digital and technology standards in schools and colleges (DfE, March 2025);

3.2.21 Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).

3.3 The following School policies and procedures are relevant to this policy:

3.3.1 staff code of conduct;

3.3.2 staff acceptable use and social media policy;

3.3.3 whistleblowing policy;

3.3.4 safer recruitment policy;

3.3.5 online safety policy;

3.3.6 behaviour and discipline policy;

3.3.7 anti-bullying policy;

3.3.8 missing pupil policy;

3.3.9 policy on special educational needs and learning difficulties;

3.3.10 equal opportunities policy;

3.3.11 health and safety policy;

3.3.12 first aid policy;

3.3.13 allegations against staff policy;

3.3.14 low level concerns policy;

3.3.15 complaints policy;

3.3.16 attendance/absence policy;

3.3.17 artificial intelligence (AI) policy;

3.3.18 mobile phone policy.

4 Publication and availability

4.1 This policy is published on the School website, and is available in hard copy from the School office on request, or can be sent by email

4.2 This policy can be made available in large print or other accessible format if required.

4.3 This policy and all policies referred to in it are also available to staff on the School's intranet.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working;

5.1.2 **Safeguarding** is promoting well-being and welfare by protecting the rights of children and young adults to live in safety, free from abuse and neglect, and safeguarding and promoting the welfare of children (as defined below).

5.1.3 **Safeguarding and promoting the welfare of children** is defined in KCSIE 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 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.

5.1.4 Children means everyone under the age of 18.

5.1.5 **DSL** means the School's Designated Safeguarding Lead. References to theDSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.

5.1.6 Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, volunteers and the Proprietor unless otherwise indicated.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in KCSIE.

6.2 The Proprietor has nominated a senior board level member to take leadership responsibility for the School's safeguarding arrangements. Contact details are set out in the School contacts list at the front of this policy. They are responsible for monitoring safeguarding effectiveness, receiving safeguarding assurance, ensuring sufficient resources and reviewing the safeguarding culture within the School.

6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments, any action taken in response and evaluating effectiveness. This includes ensuring that the policy adopted by the Proprietor is understood and followed by all staff	Head	As required, and at least annually

Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head	As required, and at least annually
Formal annual review	Proprietor	At least annually, or earlier if required (to ensure it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt).

6.4 Designated Safeguarding Lead

6.4.1 The Proprietor has appointed a senior member of staff of the School's leadership team to the role of the DSL. The DSL has the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety) throughout the School.

6.4.2 The DSL has the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Appendix 4.

6.4.3 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL's details are also set out in the School contacts list at the front of this policy.

7 Safeguarding principles

7.1 The School will take reasonable steps to ensure that its pupils and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.

7.2 Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

7.3 Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant School policies and procedures.

7.4 Specific duties in relation to children

7.4.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility, with a child-centred approach being adopted

7.4.2 Every pupil should feel safe and protected from any form of abuse and neglect. The indicators of abuse and neglect and examples of specific

safeguarding issues are set out in Appendix 1.

7.4.3 The School is committed to acting in the best interest of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.

7.5 We recognise that children who are abused or who witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self-blame. We will endeavour to support the pupil through the provision of a positive, supportive and secure environment.

7.6 If relevant, the School will follow guidance in KCSIE with regard to host families – homestay during exchange visits.

7.7 **Children with special educational needs and disabilities or health issues (also see SEN policy)**

7.7.1 Children with special educational needs (SEN) and disabilities or certain medical or physical health conditions have particular vulnerabilities and can face additional safeguarding challenges. Staff are aware of the extra barriers which can exist when recognising abuse and neglect in this group of children. They include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; they are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; communication barriers and difficulties in managing or reporting these challenges; and cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. Additional barriers that children with SEND can face are risks that they do not understand that they are being abused, the need for intimate care or are more isolated from others, and that they are more likely to be dependent on adults for care. Any reports of abuse involving children with SEND will therefore require close liaison with the DSL or DDSL and the Inclusion Lead.

7.7.2 Regarding safeguarding children with medical conditions. An incident relating to the management of a child's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. However, if critical incidents happen at school there is a need to consider if a safeguarding duty has been triggered such as if there is a suggestion of abuse or neglect taking place.

7.7.3 Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils with certain protected characteristics in order to meet their specific need. There is also a duty to make reasonable adjustments for disabled children and young people.

7.7.4 Staff should also be aware that some mental health issues can develop into safeguarding concerns (including self-harm, suicidal ideation or risk of suicide). Mental health problems can, in some cases, be an indicator that a child is at risk of or suffering neglect, abuse or exploitation. Children may be offered additional sessions where they can talk about their experiences in order to support their mental health. A range of advice is available to help identify children in need of

extra mental health support, this includes working with external agencies. Some additional potential warning signs around poor mental health include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually like and physical signs of self-harm and self-neglect. Staff should liaise with parents/carers unless it puts the child at additional risk.

7.8 Children who are lesbian, gay, bisexual, or gender questioning (LGBT)

7.8.1 In recent years, there has been a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.

7.8.2 Schools should not initiate any action in relation to children questioning their gender, and in essence only respond where a child or parent has raised a request in relation to social transition. The school will have a flexible approach, with respect maintained and bullying never tolerated, considering the welfare and best interests of the child concerned as well as the other children in the setting.

7.8.3 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.

7.8.4 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.

7.8.5 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.

The School will:

- take time to understand the thoughts and feelings of children who are questioning their gender, and be appropriately professionally curious about the full range of the child's experiences. At the same time, remaining aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying;

- follow the inter-agency procedures of local safeguarding partners (local authority, police and health/Integrated Care Board;

- be alert to signs of abuse both in the School and from outside and take steps to protect individuals from any form of abuse, whether froman adult or another child;

- deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with their agreed child protection plan;

- design and operate procedures which, so far as possible, ensure thatstaff and others who are innocent are not prejudiced by malicious, false,

unsubstantiated or unfounded allegations;

- prepare staff to identify children who may benefit from Family Help;
- be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect;
- encourage a culture of listening to pupils and taking account of their wishes and feelings in any measure put in place by the School to protect them;
- operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified; and
- consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area.

7.9 **Outside school factors**

- Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School.
- All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare.
- Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.

7.10 Staff may follow the School's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

8 Responsibilities of staff in relation to safeguarding

8.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interest of the pupil.

8.2 All staff have a duty to:

8.2.1 report any concerns they may have about the safety and/or wellbeing of pupils;

8.2.2 report any concerns they may have about the safety and/or wellbeing of other persons associated with the School;

8.2.3 report any safeguarding concerns about staff or anyone else associated with the School.

8.3 The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or directly to children's social care or police in their absence for guidance.

9 What to do if staff have a concern about a pupil

9.1 If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See flow chart in Appendix 2 which sets out the process for staff when they have concerns about a child.

9.2 Anyone can make a referral, and parental consent is not required for referrals to statutory agencies.

9.3 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act1989.

9.4 The member of staff must report the concern to the **DSL** or the **DDSL** in the DSL's absence without delay.

9.4.1 The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy.

9.4.2 See Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

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

9.5 If the concern involves an allegation against staff, this must be reported in accordance with the procedures set out in Appendix 3. Teachers must report known cases of female genital mutilation (FGM) to the police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

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

9.7 What if the DSL is unavailable?

9.7.1 The DSL or the DDSL must always be available during school hours to discuss safeguarding concerns, and may be contacted on their mobile phones in relation to any safeguarding concerns out of school hours. Appropriate cover arrangements will be in place for out-of-hours and term-time absence.

9.7.2 If in exceptional circumstances the DSL and DDSL are unavailable, which may occur outside term time or school hours, staff must not delay taking action. Staff should

speak to their line manager or a member of the senior leadership team and / or advice should be taken from children's social care. The contact details are set out at the front of this policy.

9.7.3 Where a child is suffering, or is likely to suffer from harm, a referral to children's social care should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 12 below for details on making a referral.

9.7.4 Any action should be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.

9.7.5 Anyone can make a referral, and parental consent is not required for referrals to statutory agencies

9.8 Action by the DSL

9.8.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with local safeguarding partner arrangements (local authority, police and health/Integrated Care Board) and their published thresholds and procedures. Such action may include:

- managing any support for the pupil internally via the School's own pastoral support processes (seeking advice from children's social carewhere required);
- A Family Help assessment (see below); or
- a referral for statutory services (see below).

9.8.2 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.

9.8.3 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

10 Managing support for pupils internally

10.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. All pupils are taught about personal safety and what to do if they are worried about their safety, through the activities such as the school's PHSE or RHSE programme, assemblies, online safety teaching and visits by outside speakers such as the NSPCC. Issues that should also be covered includes children understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

10.2 Information is displayed around the school as to who children can talk to about their concerns.

11 Family Help

11.1 Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.

11.2 In WTSC 2026, there is a more integrated "Family Help" system which includes targeted early help and statutory services provided under Section 17 (child in need) and Section 47 (child protection). The process is universal services, escalated to community-based early help, then

Targeted Early Help before moving to child in need.

11.3 Staff should be aware of the process for assessments, along with processes for care and supervision orders, when children can be accommodated by the local authority and how children are managed in the secure estate.

11.4 Where concerns are raised, if the outcome is that there will be a support package managed internally by the setting, the DSL should consider whether the parents / carers should be informed, where doing so does not increase any risk to the child.

11.5 The School's safeguarding training includes guidance about the Family Help process and local thresholds, and prepares all staff to identify children who may benefit from this. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for Family Help for a child who:

11.5.1 is disabled or has certain health conditions and has specific additional needs;

11.5.2 has special educational needs (whether or not they have a statutory Education, Health and Care plan);

11.5.3 has a mental health need;

11.5.4 is a young carer;

11.5.5 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

11.5.6 is frequently missing/goes missing/absent from education, care or from home;

11.5.7 has experienced multiple suspensions, is at risk of being permanently excluded from School and in Alternative Provision or a Pupil Referral Unit;

11.5.8 is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;

11.5.9 is at risk of being radicalised or exploited;

11.5.10 has a parent or carer in custody, or is affected by parental offending;

11.5.11 is in a family circumstance presenting challenges for the child, such assubstance abuse, adult mental health problems or domestic abuse;

11.5.12 is misusing alcohol and other drugs themselves;

11.5.13 is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage;

11.5.14 is a privately fostered child.

11.6 A member of staff who considers that a pupil may benefit from Family Help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the local authority referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

11.7 If Family Help is appropriate, staff may be required to support other agencies and professionals in an assessment and will be supported by the DSL and carrying out this role. In some cases staff may be required to take a lead role.

11.8 The matter will be kept under review and consideration given to a referral to children's social

care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.

12 Making a referral

12.1 **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.** The contact details for children's social care are set out at the front of this policy.

12.2 Statutory assessments

12.2.1 Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:

- **Children in need**: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.
- **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that achild is suffering, or is likely to suffer, significant harm.

12.3 Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

12.4 Staff required to make a direct referral may find helpful the flowchart set out in KCSIE and the flowcharts set out in WTSC for information about the likely actions and decisions required.

12.5 Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this informationwill comprise:

12.5.1 personal details of the child including the child's developmental needs;

12.5.2 detailed information about the concern;

12.5.3 information about the child's family and siblings including the capacity of thechild's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.

12.6 If the referral is made by telephone, this should be followed up in writing.

12.7 If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

12.8 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

12.9 Following a referral, if the child's situation does not appear to be improving, the localescalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves.

13 Allegations against pupils - child on child abuse

13.1 All staff recognise that inappropriate behaviour between pupils should always be challenged and never underplayed or described as 'just banter'. We have a zero tolerance policy towards child on child abuse and recognise that, even if there are no reports of child on child abuse, that does not mean that it is not happening. Staff are aware that child on child abuse is a safeguarding issue for both the victim and the alleged perpetrator.

13.2 Child on child abuse is preventable and timely, evidence-based support can be key to preventing children from going on to commit abuse or violence. It can include serious physical assault and harm, or threat of harm, with a weapon. Any concerns about children carrying or using weapons (or expressing intent to do so) need to be reported to the DSL, and when this happens the DSL should assess the risk to individual pupils and others in the school. Settings should be alert to when children might be at highest risk around the school day. There are increased risks when children are travelling to and from school and particular places, and attempts should be made to understand these risks.

13.3 Staff recognise that a child may not find it easy to talk about their abuse and that they may overhear conversations which suggest that a child has been harmed or receive a report from a friend of the child. *Any* concerns of this nature need to be reported to the DSL. It is also important for staff to challenge abusive behaviours between peers.

13.4 Allegations against pupils should be reported in accordance with the procedures set out in this policy (see section 8 above). If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues – and noting that there is a continuum between harmful sexual behaviour (HSB), sexual harassment and sexual violence. The views of the alleged victim will be taken into account but will not be determinative.

13.5 Appropriate systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously. Support will be provided for victims, perpetrators and any other children affected.

13.6 It is recognised that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.

13.7 It is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously.

13.8 A pupil against whom an allegation of abuse has been made may be suspended from the School as a neutral measure during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil and their parents about the allegations and how investigation of such allegations will be conducted. The School will carry out risk assessments and take all appropriate action to ensure the safety and welfare and continued education of all pupils including the pupil or pupils accused of abuse.

13.9 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of relevant agencies, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

13.10 All those involved in such allegations will be treated as being at risk and in need ofsupport and the safeguarding procedures in accordance with this policy will be followed. Victims may suffer from possible health needs such as physical, mental and sexual health problems. Appropriate support will be provided to all pupils involved, including support from external services as necessary. If an allegation should be found to be unfounded, the DSL will consider whether the child who made the allegation is in need of support or may have been abused by someone

else.

13.11 The School will attempt to minimise the risk of child-on-child abuse through supervision of potential 'hot spots' for example.

14 What to do if staff have a concern about someone else's welfare

14.1 Staff who have concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.

14.2 In the absence of an express procedure about reporting, they should reportsuch concerns to their line manager in the first instance.

15 Allegations against staff

15.1 The School has procedures for dealing with allegations against staff:

15.1.1 The procedures in this policy apply to staff who pose a risk of harm to children and aim to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations. These procedures are set out in Appendix 3 as per KCSIE.

15.1.2 The School will follow its employment procedures for dealing with any otherconcern raised about staff, involving external agencies as appropriate.

15.2 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents,colleagues and any other person who comes into contact with the School. This guidance is contained in the Employment Manual and Staff Code of Conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

16 Low-level concerns

16.1 The arrangements for low-level concerns allow for sharing confidentially such concerns which are clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL or with the Head is a matter for the School to decide. If the former, then the DSL should inform the Head of all the low-level concerns and in a timely fashion according to the nature of each particular concern. The Head is the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some concerns and/or the role of the DSL in some schools, the Head may wish to consult with the DSL and take a more collaborative decision making approach.

16.2 The DSL will maintain a record of any concerns raised, including low level concerns, such as being overly friendly with pupils, having favourites, engaging with a child behind a closed door etc. This record will include details of the concern, how the concern arose and actions taken. Records will be reviewed so that patterns of concerning behaviour can be recognised and appropriate action taken. Low-level concerns that do not meet the harms test are addressed separately in the staff code of conduct. The purpose is to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour are constantly lived, monitored and reinforced by all staff. Further details about the way in which low level concerns are set out in the Staff Code of Conduct or separate policy.

17 Informing parents

17.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the Local Authority Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.

17.2 In all cases, the DSL will be guided by the local authority referral threshold document.

17.3 See also Appendix 3 for details about the disclosure of information where anallegation has been made against a member of staff.

18 Use of school premises for non-school activities

18.1 In the event that the School hires or rents out the facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe. These are set out in the separate document provided in September 2023 on 'Guidance for Providers of Activities' and 'Venue Hire Agreement template'.

18.2 When services or activities are provided under the direct supervision or management of the school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The School should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The school should also ensure safeguarding requirements are included in any transfer of control agreement (ie. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on 'Keeping children safe in out-of-school settings' details the safeguarding arrangements that schools should expect these providers to have in place. It should be noted that even where an organisation has its own safeguarding policy, they are required to comply with the safeguarding requirements set out in the School's policy. This includes reporting concerns immediately to the DSL where appropriate.

18.3 The School should liaise with the Board Level Lead for Safeguarding to ensure that the required arrangements are in place.

19 Additional reporting

19.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body ororganisation, including but not limited to:

19.1.1 Health and Safety Executive

- The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. See the School's Health and Safety Policy.

19.1.2 Insurers

- The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It maybe necessary to report to a number of insurers as there any be concurrent cover under existing and historic policies.

- Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

20 Safer recruitment and supervision of staff (Also see the separate Safer Recruitment policy)

20.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation).

20.2 We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinising applicants, verifying their identity, address, date of birth, checking qualifications, medical checks and obtaining references, as well as the mandatory DBS and other checks according to their role.

20.3 DBS checks and checks of identity and background information will be made inaccordance with school's procedure on employment.

20.4 Checks will also be made on any staff who may work with our pupils on other sites. Staff recruited from overseas are required to have an enhanced DBS check and whatever checking is available from their own country and any agencies that may be involved, with note taken of DfE guidance.

20.5 The School will obtain written confirmation from supply agencies that all safer recruitment checks required by the regulations have been completed before supply staff commence work.

20.6 External club providers and temporary staff who work with children are made aware of our safeguarding arrangements. A proportional risk based approach is taken as tothe level of information provided to temporary staff and volunteers.

20.7 The School maintains a single central record of appointments for all staff.

20.8 Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

20.9 The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate Visitors Policy.

21 Use of mobile technology

21.1 The School's policy on the use of mobile technology, including phones and cameras, largely follows the non-statutory DfE 'Mobile phones in schools' guidance updated January 2026, published February 2026. Further details are included in the Behaviour and Discipline policy, but the core expectations are as follows:

21.1.1 The School is a mobile phone-free environment by default. Any use should be exceptional, not routine.

21.1.2 the School's acceptable use policy for pupils sets out the expectations on pupils.

21.1.3 all staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the Employment Manual, Staff Code of Conduct or Staff acceptable use policy;

21.1.4 parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile

devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

21.2 The School's approach to online safety is set out in the School's Online Safety Policy.

22 Regulations and safeguarding requirements relating to school premises

22.1 Toilets

22.1.1 Children are not allowed into toilets designated for the opposite biological sex. This includes where schools are responding to a request to support any degree of social transition for children who are questioning their gender.

22.1.2 Separate toilets must be provided for boys and girls aged 8 and over (apart from where individual toilets are in a room that can be locked from the inside, intended for use by one pupil at a time).

22.1.3 If a gender-questioning child does not want to use the toilet designated for their biological sex, the school should consider whether they can provide an alternative toilet facility, for example self-contained individual toilets, without compromising the provision of single-sex facilities. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of any other children. The school should keep a clear record of these situations, ensure they are communicated appropriately and review them regularly.

22.1.4 Where a school provides mixed-sex toilets in addition to single-sex toilets, the safeguarding risks should be assessed and planned accordingly. For example, mixed-sex toilets should be in individual, lockable rooms and open directly onto public areas (eg. a corridor).

22.1.5 If a gender-questioning child does not want to use the changing space designated for their sex, the school should consider whether they can provide an alternative changing facility without compromising the provision of single-sex facilities. This could be a fully enclosed room – for use by one child at a time that can be secured from the inside – or by allowing access to facilities at an alternative time. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child or of any other children. The school should keep a clear record of these situations, ensure they are communicated appropriately and review them regularly.

22.2 A pupil has 'special requirements' if they have any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools others than special schools.

23 Filtering and monitoring

23.1 Recognising the growing reliance on technology for education, the School will do all that they reasonably can to limit children's exposure to online risks from their IT system. As part of this process, the School has appropriate filtering and monitoring systems in place and regularly review their effectiveness.

23.2 The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. All staff receive training on filtering and monitoring, even if their role does not involve directly handling concerns.

23.3 The number of and age range of the children, those who are potentially at greater risk of harm and

how often they access the IT system along with the proportionality of costs versus safeguarding risks will be taken into account.

23.4 In order to meet this duty, the School will use the DfE guidance on 'Filtering and monitoring standards' which set out that they should:

23.4.1 Identify and assign roles and responsibilities to manage filtering and monitoring systems;

23.4.2 Review the effectiveness of the filtering and monitoring provision at least annually, carried out by the SLT member responsible with the support of the DSL and IT support. This includes checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record kept;

23.4.3 Block harmful and inappropriate content without unreasonably impacting teaching and learning;

23.4.4 Have effective monitoring strategies in place that meet their safeguarding needs.

23.5 The UK Safer Internet Centre (UKSIC) updated its guides on appropriate filtering and monitoring in May 2025. The definitions are designed to help schools understand what is considered 'appropriate', aligning with the Online Safety Act. The guides include illegal online content, inappropriate online content, filtering and monitoring system features and generative AI technologies. It also contains advice on risk assessment, checks and documentation and monitoring on mobile devices.

23.6 The Board Level Lead for Safeguarding will discuss and review the School's filtering and monitoring arrangements with the DSL on an annual basis.

24 Training

24.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

24.2 The level and frequency of training depends on role of the individual member of staff.

24.3 The School maintains written records of all staff training.

24.4 All training will be carried out in accordance with local safeguarding partner arrangements and procedures where possible.

24.5 Safeguarding training for Early Years staff is specifically designed for staff caring for 0-5 year olds to ensure that it is appropriate to the age of the children being cared for, including safer eating requirements.

24.6 Induction

24.6.1 All staff, including temporary staff and volunteers, will be provided withinduction training that includes:

- this policy;
- the role, identity and contact details of the DSL and any Deputies;
- the behaviour and discipline policy for pupils;
- the staff code of conduct (including whistleblowing and acceptable use of IT, staff/pupil relationships, low-level concerns and the use of social media);

- the safeguarding response to children who are missing or absent from education;
- the School's approach to online safety;
- safeguarding training in accordance with the local safeguarding partner procedures including guidance on managing a report of harmful sexual behaviour;
- KCSIE Part One for all staff (regardless of whether or not they work directly with children)
- DSLs, senior leaders and governors should read the whole KCSIE document;
- appropriate Prevent duty training; and
- training in children's mental health.

24.7 Safeguarding training

24.7.1 All staff including the Head will receive a copy of this policy and KCSIE Part One (or Annex A where appropriate), and will be required to confirm that they have read and understand these. School leaders and those who work directly with children will also read Annex A.

24.7.2 The Head and all staff members will undertake appropriate safeguarding training which will be updated every year and following consultation with local safeguarding partners. In addition, all staff members will receive safeguarding and child protection updates via email, e-bulletins and staff meetings on a regular basis and at least annually. These will be in line with local advice, to include Prevent and online safety.

24.7.3 Staff development training will also include training on online safety and Prevent duty training assessed as appropriate for them by the School. Staff will also be trained to be aware of their role in the Family Help process.

24.7.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children or those with a social worker safe.

24.7.5 The Board Level Lead for Safeguarding will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. Following KCSIE, all governors will receive appropriate safeguarding and child protection (including online) training at induction, and this should be regularly updated. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective.

24.7.6 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings, and professional development reviews. This includes information on how staff can report concerns occurring out of hours/out of term time.

24.8 Designated Safeguarding Lead (DSL)

24.8.1 The DSL and Deputy DSL will undertake training at least every two years to provide them with the knowledge and skills required to carry out the role. This training

includes inter-agency working and Prevent awareness training, plus informal updates.

24.8.2 In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 4.

24.8.3 Prevent duty training will be consistent with Home Office Workshop to Raise Awareness of Prevent (**WRAP**) training if available.

24.9 Teaching pupils about safeguarding

24.9.1 Pupils are taught how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

24.9.2 Relevant topics will be included within Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects, the School has regard to the relevant statutory guidance.

24.9.3 Schools 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, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict. The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE/RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEN and other vulnerabilities). This program will tackle at an age-appropriate stage issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, honour or faith-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

▪ The School teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and

respectful relationships with others and providing information about who they should turn to for help.

- Pupils are taught about harmful sexual behaviours, including sexual violence, upskirting and sexual harassment, through PSHE education appropriate to their age and stage of development.
- Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.
- The safe use of technology is a focus in all areas of the curriculum and key online safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

25 Risk assessment

25.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

25.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, health care and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

25.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

25.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

26 Monitoring and review

26.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor or Board Level Lead for safeguarding as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

26.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the Local Authority Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to safeguarding arrangements at any time will be remedied without delay.

26.3 The Proprietor will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. Governing bodies and proprietors have a strategic leadership responsibility for their School's safeguarding arrangements and must ensure that they are effective, and comply with the law at all times. The Governing body ensures that, as part of the requirement for staff to undergo regular updated safeguarding training, including in relation to online safety and for children to be taught about safeguarding, including in relation to online safety, that safeguarding training for staff is

integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

26.4 The DSL will prepare a written report as per the termly governance arrangements. The report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:

26.4.1 inspection of records or feedback from external agencies including the Local Authority Designated Officer(s);

26.4.2 reports of ISI inspections;

26.4.3 the outcome of any relevant parental complaints; and

26.4.4 press reports.

26.5 The Proprietor and Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review will be made.

27 Record keeping

27.1 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

27.2 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of pupils and parents. The privacy notices are publishedon the School's website. In addition, staff must ensure that they follow ILG's data protection policies and procedures when handling personal data created in connection with this policy.

27.3 All records created in accordance with this policy are managed in accordance with the School's and ILG's policies that apply to the retention and destruction of records. As far as pupil records are concerned:

27.3.1 Staff must record all concerns about a pupil on the School's pro forma record which is available on the school intranet. Guidance on record keeping is set out in Appendix 2.

27.3.2 The DSL will open a child protection file following a report of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

27.3.3 Reports will be regularly reviewed to highlight any patterns of concerning behaviour and inform any changes in procedures or actions.

27.4 Information sharing and multi-agency working

27.4.1 The School will treat all safeguarding information with an appropriate level of

confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.

27.4.2 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

27.4.3 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Arrangements are in place and understood for information sharing within the setting and also with others as required. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. The School understands that the Data Protection Act 2018 (DPA) and UK GPPR provide a framework to ensure that personal information is shared appropriately. **The DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.** If there is any doubt about sharing information, staff should speak to the DSL or DDSL. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

27.4.4 When deciding what information to share, the relevancy (including to the current safeguarding risk), the necessity for the receiving setting to know, and the presentation and contextualisation should all be considered. Professional judgement should be used to ensure focus and proportionality, which may include omitting information if not necessary for safeguarding purposes.

27.4.5 Reference should be made to the ICO guide to information sharing to safeguard children and young people in the education sector in the UK

27.4.6 The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of Family Help assessments, and assessments and child protection investigations under the Children Act 1989.

27.4.7 Where allegations have been made against staff, the School will consult with the Local Authority Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

27.4.8 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

28 Visitors to the school

28.1 Wherever possible, visits to the school must be pre-arranged and the relevant members of the SLT informed.

28.2 All visitors must report to the office first and not enter the school via any other entrance.

28.3 At the office, all visitors should explain the purpose of their visit and who has invited them. Where appropriate the office may ask to see a copy of photo ID.

28.4 All visitors will be asked to sign in the electronic visitors record and a member of staff will meet them at the office.

28.5 Visitors will be issued with a visitor's lanyard, whilst at the office.

28.6 If the school has deemed it appropriate for the visitor to have a legitimate reason to be able to work unsupervised by a member of staff, they will be asked to provide their DBS or ID. These adults will be issued with a green lanyard to highlight that the appropriate checks have been completed by the office.

28.7 If the school does not see a valid reason for a visitor to be unaccompanied, they will not be asked to provide a DBS. These visitors will be provided with a red lanyard to demonstrate they have not been checked. Visitors with red lanyards must always be accompanied by a member of staff.

28.8 School staff must challenge any visitor who is not wearing an appropriate lanyard or is wearing a red lanyard and is unescorted.

28.9 On departing the school, visitors should leave via the main office, sign out of the building and return their visitor badges

29 Version control

Date of adoption of this policy	September 2020
Date of last review of this policy	September 2026
Date for next review of this policy	Autumn term 2027
Policy owner (School)	Mr. Jamie Pitchford

Appendix 1 Indicators of abuse

1 Types of abuse

1.1 KCSIE defines the following indicators of abuse and neglect, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another. Staff should have an understanding that children can be at risk of harm inside and outside of the School, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect, so that staff are able to identify cases of children who may be in need of help or protection. When considering online risk, online harms explicitly include misinformation, disinformation and conspiracy theories, reflecting growing risks in the digital space.

1.2 **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, including where they see, hear or experience its effects. 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 by another child or children. As part of Operation Encompass in November 2025, it became a statutory duty for police to notify a child's school and where relevant the local authority if they believe a child may be a victim of domestic abuse. No new responsibilities are placed on education settings. Alternatively where a child is electively home educated, the police must notify the local authority. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent or care giver abuse.

1.3 **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.

1.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone. It may also include verbal abuse, such as persistent criticism, belittling or name-calling.

1.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not

the child is aware of what is happening, and includes penetration with an object as an example of assault. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) 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. Upskirting is also a form of sexual 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. Child sexual exploitation is also a form of sexual abuse.

1.6 **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.

2 Serious Violence: it is recognised that a child has an increased risk of being involved in serious violence if they are: male, have been suspended or spent time in Alternative Provision, frequently been absent from or excluded from school, have experienced child maltreatment, have been involved in offending such as theft or robbery, have used drugs or alcohol in early adolescence, have previously been a victim or previously perpetrated violence. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Early, evidence-based support is vital. Signs of abuse

2.1 Possible signs of abuse include, but are not limited to:

2.1.1 the pupil says they have been abused or asks a question or makes a comment which gives rise to that inference;

2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or thereis a sudden or significant change in the pupil's behaviour;

2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.1.5 the pupil's development is delayed, the pupil loses or gains weight orthere

is deterioration in the pupil's general well-being;

2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

2.1.7 the pupil is reluctant to go home, or has been openly rejected by his /her parents or carers; and

2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirementsof their usual role or responsibilities; or inappropriate sharing of images.

2.1.9 Problems with mental health. Staff should be aware of children's mental health, although only an appropriately trained professional should make a formal diagnosis. However, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the Designated SafeguardingLead (DSL).

2.2 Local safeguarding partners can provide advice on the signs ofabuse and the DfE advice What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice, including safeguarding children with special educational needs and disabilities (SEND).

3 Specific safeguarding issues

3.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

3.2 Statutory guidance acknowledges the following as specific safeguarding issues:

3.2.1 child abduction and community safety incidents;

3.2.2 children and the court system (two separate age-appropriate guides are available for schools to support children);

3.2.3 children missing education (CME) or absent from education (also see below);

3.2.4 children with family members in prison;

3.2.5 child criminal exploitation (CCE) and child sexual exploitation (CSE) (also see below);

3.2.6 county lines and/or gangs

3.2.7 modern slavery and the National Referral Mechanism;

3.2.8 cybercrime (one of the most significant and rapidly evolving threats in the UK);

3.2.9 domestic abuse (DA);

3.2.10 homelessness;

3.2.11 honour or faith-based' violence, including FGM and forced marriage (also see below);

3.2.12 female genital mutilation (FGM) and mandatory reporting for teachers;

3.2.13 forced marriage;

3.2.14 mental health;

3.2.15 preventing radicalisation (also see below);

3.2.16 The Prevent Duty and Channel;

3.2.17 child on child abuse (also see below);

3.2.18 sexual violence and sexual harassment between children in schools and colleges (also see below);

3.2.19 upskirting (also see below);

3.2.20 Contextual safeguarding – which seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers.

3.3 Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

3.4 Children missing or absent from education

3.4.1 Unexplainable and/or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. Persistent absence is treated as a safeguarding concern and triggers a review by the DSL.

3.4.2 Where reasonably possible the School will hold more than one emergency contact for each pupil.

3.4.3 The School shall inform the local authority of any pupil who is going tobe added to or deleted from the School's admission register at non- standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

3.4.4 This will assist the local authority to:

(a) fulfil its duty to identify children of compulsory school age who are missing or persistently absent from education; and

(b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

3.4.5 The School shall inform the local authority of any pupil who:

(a) fails to attend School regularly; or

(b) has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

(c) When a parent indicates that they wish to educate their child at home in which case the school, local authority and other key professionals will work together. This is especially important if the child has special educational needs or disabilities or has a social worker. The School will inform the local authority of all deletions from their admission register when a child is taken off roll, including any child enrolled in Elective Home Education (ELE).

(d) Where parents indicate their intention to electively home educate their child, the following school exit process will apply:

- The school will provide them with a School Exit Form.
- The purpose of the School Exit Form is to:
    - Ensure that parents are fully informed of their responsibilities in relation to elective home education.
    - Provide an opportunity for the school to discuss with parents their reasons for choosing home education.
    - Maintain an accurate record of the child's withdrawal from the school roll.

(e) The completed School Exit Form will be retained by the school for record-keeping purposes. The form does not need to be submitted to the Elective Home Education (EHE) Team.

(f) There is no legal requirement for parents to attend a School Exit meeting. However, where parents choose not to attend a meeting, the school will send a copy of the School Exit Form to the parents for completion and return.

(g) **Pupil Voice and Safeguarding Considerations**

(h) Where appropriate, and taking into account the age and understanding of the child, the Designated Safeguarding Lead (DSL), or a suitable and known member of staff, will speak with the child on a one-to-one basis to ascertain:

- How they feel about being educated at home; and
- Whether they have any concerns.

(i) The child's views should be recorded using the Student Voice Form or other appropriate means. This discussion will be conducted by a member of the safeguarding team, and should be handled sensitively and in line with the school's safeguarding procedures.

3.5 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

3.5.1 Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

(a) in exchange for something the victim needs or wants; and / or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

3.5.2 Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

3.5.3 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge eg. through others sharing videos or images of the on social media.

3.5.4 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, eg. they believe they are in a genuine romantic relationship.

3.5.5 Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Children cannot consent to being exploited, abused or trafficked, and they may not recognise that it is happening to them.

3.5.6 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

3.5.7 Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt.

3.5.8 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual

exploitation.

3.5.9 Further information about CSE and CCE including definitions and indicators is included in Annex A.

3.6 Honour or faith-based violence

3.6.1 All forms of honour or faith-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.

3.6.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

3.6.3 Female genital mutilation (FGM)

(a) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of childabuse with long-lasting harmful consequences.

(b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (HM Government, April 2016) (pages 59-61 focus on the role of schools).

(c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting offemale genital mutilation - procedural information (December 2016) for further details about the duty.

(e) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

3.6.4 Forced marriage

(a) Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a personto enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

(b) Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling cases of forced marriage (HM Government, June 2014).

(c) Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can becontacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

(d) Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

3.7 Extremism, Radicalisation and the Prevent duty

3.7.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.7.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.7.3 The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:

Extremism (definition as amended in 2024): *"the promotion of advancement of an ideology based on violence, hatred or intolerance that aims to:*

- *negate or destroy the fundamental rights and freedoms of others; or*
- *undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or*

- *Intentionally create a permissive environment for others to achieve the results in the points set out above.*

Radicalisation: "*the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*

3.7.4 There is no single way of identifying an individual who is likely to be susceptible an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through may different methods (such as social media) and settings (such as the internet).

3.7.5 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may bein need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme, having consulted Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015).

3.7.6 The DfE and Home Office's briefing note The use of social media for online radicalisation (July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

3.8 Child on child abuse (formerly known as peer on peer)

3.8.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However,some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

3.8.2 Staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

3.8.3 Reporting concerns about child-on-child abuse is regardless of whether the incidents are thought to have taken place on site or off site, with settings being alert to when there may be the highest risks for children in the school day (eg. immediately after school).

3.8.4 Safeguarding issues can manifest themselves via child on child abuse.This includes, but is not limited to:

(a) bullying (including cyber-bullying, prejudice-based and discriminatory bullying);

(b) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');

(c) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

(d) sexting (also known as youth produced sexual imagery);

(e) sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

(f) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

(g) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

(h) making or sharing of consensual or non-consensual nudes and semi nude photographs, videos or livestreams (including where generated by AI). The School will follow the UKCIS Education Group publication on 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared

(i) upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

(j) initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

3.8.5 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the School recognises the gendered nature such behaviour can take. Also see below. Harmful sexual behaviour, like all child on child abuse, isnever acceptable and will be taken seriously.

3.9 The School takes steps to minimise the risk of all types of child on child abuse. The School has robust anti-bullying procedures in place (see the School's anti-bullying policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability (see the School's risk assessment policy for pupil welfare). Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as"banter" or just "having a laugh" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable. Misogyny is also a behaviour that should not be downplayed.

3.10 All staff should be aware that children may not feel ready or may not know how to tell someone 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.

3.11 Sexual violence and sexual harassment between children

3.11.1 Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

3.11.2 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

3.11.3 The School is aware of the importance of:

(a) making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

(b) not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

(c) challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, upskirting, flickingbras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

3.11.4 References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault bypenetration and sexual assault.

3.11.5 References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and /or make them feel intimidated, degraded or humiliated; and / or createa hostile, offensive or sexualised environment.

3.11.6 There is evidence to support that girls are being disproportionately subjected to sexual violence or sexual harassment, which includes such acts happening online.

3.11.7 The DfE guidance Sexual violence and sexual harassment between children in schools and colleges provides further detailed advice.

3.12 Sexting

3.12.1 "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

3.12.2 The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

3.12.3 Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

3.12.4 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

(a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;

(b) it is necessary to report the image to a website or agency to have it taken down; or

(c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

3.12.5 Where viewing an image is unavoidable:

(a) viewing should take place on School premises wherever possible;

(b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);

(c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;

(d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;

(e) any member of staff who views an indecent image should be given appropriate support.

3.12.6 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

3.12.7 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

3.12.8 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does

not provide this option).

3.12.9 Where a pupil receives unwanted images, the School should advise the pupil and their parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

3.12.10 The UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) contains details of support agencies and provides further information for schools on how to respond to incidents of sexting.

3.12.11 The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forcestreat instances of sexting by young persons.

4 Special educational needs and disabilities

4.1 The School welcomes pupils with special educational needs and disabilitiesand will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.

4.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguardingchallenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

4.2.1 assumptions that indicators of possible abuse such as behaviour,mood and injury relate to the pupil's special educational need or disability without further exploration;

4.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing anysigns; and

4.2.3 there may be communication barriers which are difficult to overcometo identify whether action under this policy is required.

5 Looked after children and previously looked after children, including those with a social worker

5.1 All staff should have the skills, knowledge and understanding to keep looked after children and those with a social worker safe and the information they need in relation to a child's looked after legal status, for example:

5.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

5.1.2 contact arrangements with birth parents or those with parental responsibility;

5.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after them.

5.2 The DSL maintains these details, including contact details of the child's social worker.

6 Care leavers

6.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

Appendix 2 Concerns about a child - guidance for staff

1 Receiving a disclosure

1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

1.2 Do not ask leading questions, i.e. a question which suggests its own answer.

1.3 Reassure the pupil but not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policyso that the correct action can be taken.

1.4 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

1.5 Pass on the record when reporting the concern in accordance with this policy, and as outlined below. This will guide staff how to respond to and report: *any* concerns about a child's welfare, about children in need or at risk, in line with WTSC:

- concerns/child in need > act immediately > DSL> Family Help/pastoral support/children's social care, as appropriate
- child at risk > DSL> children's social care/police if crime committed – immediately/24 hours/one working day - OR referral can be made direct

2 Recording a concern

2.1 Staff must record all concerns in writing.

2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1 the pupil's details: name; date of birth; address and family details;

2.2.2 date and time of the event / concern / conversation;

2.2.3 the action taken and by whom;

2.2.4 the name and position of the person making the record.

2.3 The School has a pro forma record which should be completed and passedon when reporting the matter in accordance with this policy. This pro formais available on the school server. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

3 Receiving a report of harmful sexual behaviour

3.1 Additional guidance about how to manage a report of harmful sexual behaviour

is provided in KCSIE. This includes the following advice:

3.1.1 Only record the facts as the child presents them.

3.1.2 Where the report includes an online element, do not view of forward illegal images of a child. See paragraph 3.9 of Appendix 1 above and the UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding youngpeople (August 2016) for advice about what to do when viewing an image is unavoidable.

3.1.3 Manage reports with another member of staff present (preferably the DSL or DDSL), if possible.

3.1.4 Inform the DSL as soon as practically possible if the DSL is not involved in the initial report.

4 Use of reasonable force

4.1 There may be circumstances when it is appropriate for adults, in the course of their school duties, having to intervene physically in order to safeguarding pupils by restraining them and preventing them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation, through prevention and de-escalation strategies. There are only limited circumstances where it is appropriate to use reasonable force. 'Reasonable' means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

4.2 The School will follow as a minimum the statutory elements of recording and reporting in the DfE Restrictive interventions guidance (April 2026). The Head will require the adult(s) involved in any such incident to report the matter to them immediately, and to record it.

4.3 All staff working with children are required to undertake Use of Reasonable Force training as relevant to their role.

4.4 Incidents must be recorded in writing as soon as practicable after the event (preferably the same day) by the staff member(s) involved. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. The following details must be recorded as a minimum:

- Names of pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- The pupil's and/or witnesses' accounts of what happened (if available)
- Brief account of why the use of force was assessed as necessary in

that instance

- If and when parents were notified, and what follow up has taken place (also see below)
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

4.4.2 The SLT will periodically evaluate incidents to identify best practices and areas for improvement, as part of the post-incident review process.

4.5 With regard to reporting each significant use of force to the parents of the pupil involved. This should be done as soon as practicable after the event (preferably the same day) by the staff member(s) involved.

4.5.1 Exceptions to the requirement to report are where:

- The pupil is aged 20 or over; or
- It appears to the staff member(s) that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member(s) must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

4.5.2 The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. The following details must be recorded as a minimum:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable.

4.5.3 This information should be communicated to parents in writing. For example via email or online messaging system.

4.5.4 Best practice would include inviting parents to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

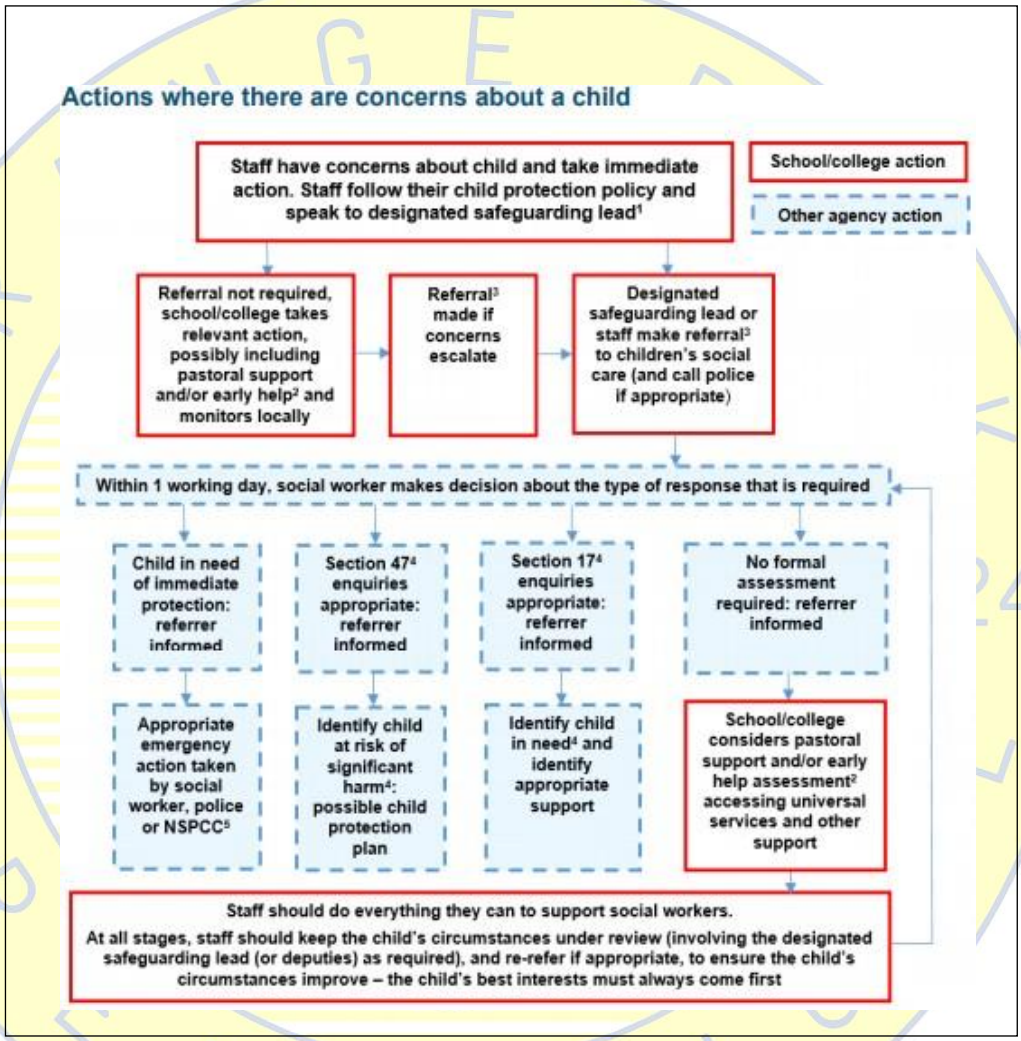
- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

4.5.5 This information may be used for the School to amend any existing behaviour support plans, as needed.

4.6 Similar recording and reporting procedures should be in place following the use of seclusion and non-force related restraint, as set out in the DfE guidance.

5 Referral Flowchart

Any referral will be dealt with according to the flowchart below:



Appendix 3 Dealing with allegations against staff (including the Head, DSL, supply staff, trainee teachers, volunteers and contractors)

1 The School's procedures

1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff has:

1.1.1 behaved in a way that has harmed a child, or may have harmed a child;

1.1.2 possibly committed a criminal offence against or related to a child;

1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children; or

1.1.4 behaved or may have behaved in a way that indicates they may notbe suitable to work with children.

1.2 Any allegations not meeting this criteria will be dealt with in accordance local safeguarding partner procedures. Advice from the Local Authority Designated Officer will be sought in borderline cases.

1.3 All such allegations must be dealt with as a priority without delay.

1.4 The local authority has designated a particular officer, or team of officers, tobe involved in the management and oversight of allegations against people that work with children (Local Authority Designated Officer(s)). They will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.

1.5 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation

2.1 Concerns and allegations that meet the harms test should be addressed as below:

- staff, DSL, supply staff, volunteers > Head > LADO
- head > Chair/safeguarding governor > LADO (without informing head)
- where conflict of interest in reporting the matter to a head > LADO direct
- person dismissed/removed (or would have been) > DBS
- professional misconduct > TRA

2.2 Where an allegation or complaint is made against any member of staff (other than the Head), including the DSL, the matter should be reported immediately to the Head. The allegation will be discussed immediately with the Local Authority Designated Officer(s) before further action is taken. Where appropriate, the Head will consult with the DSL.

2.3 Where there is a safeguarding concern or an allegation of risk of harm to a child made against a professional in the setting, staff should consider whether an onward referral to the LADO is required.

2.4 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Board Level Lead for Safeguarding or Chair of the School Board, without first notifying the Head. The allegation will be discussed immediately with the Local Authority Designated Officer(s) before further action is taken.

2.5 Where an allegation is made against the Proprietor, the allegation should be reported directly to the Local Authority Designated Officer(s) immediately with no internal investigation.

2.6 If it is not possible to report to the Head or Board Level Lead for Safeguarding in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Board Level Lead for Safeguarding.

2.7 The person taking action in accordance with the procedures in this Appendix is known as the Case Manager.

3 Disclosure of information

3.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Local Authority Designated Officer(s) has been consulted.

3.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

3.3 Where the Local Authority Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation.The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.

4.2 Where an allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.

4.3 Where an allegation or safeguarding concern is reported in relation to individuals not employed directly by the setting, the setting shares the safeguarding responsibilities with the employing agency or business. The setting also remains responsible for gathering the facts and managing the safeguarding process,

working closely with the employing company.

4.4 Where an allegation or safeguarding concern relate to a trainee teacher placed within the school, teacher training providers are expected to follow the same procedures as set out for supply agencies.

5 Early Years Foundation Stage (EYFS)

5.1.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

5.1.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

6 Ceasing to use staff

6.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (**DBS**) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Proprietor without delay. The School may also need to consider a referral to the DBS if a member of staff is suspended, or deployed to another area of work that is not regulated activity.

6.2 If a member of staff tenders their resignation, or ceases to provide their services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral are met.

6.3 Separate consideration will be given as to whether a referral to the Teaching Regulation Authority (**TRA**) should be made where a teacher has been dismissed, or would have been dismissed had they not resigned, because of unacceptable professional conduct, conduct that may bring theprofession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

7 Malicious allegations

7.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

7.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

7.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

8 Record keeping

8.1 Details of allegations found to be malicious will be removed from personnel records.

8.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

8.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

8.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

Appendix 4 Responsibilities of the Designated Safeguarding Lead (DSL)

Introduction

An appropriate senior member of staff from the School's leadership team will be appointed to the role of DSL. The DSL should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). They should have the appropriate status and authority within the School as well as the appropriate skills and experience to carry out the duties of the post. The role carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy DSLs (DDSLs)

This Job Description also outlines the roles which a DDSL may be asked to undertake. DDSLs should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained DDSLs, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated.

Availability and cover

During term time, the DSL (or DDSL) must always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or DDSL) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what 'available' means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable. It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. There should be robust cover arrangements in place if the DSL is unavailable due to illness etc, for example a shared mailbox.

In accordance with KCSIE, the main responsibilities for the DSL (and any deputies) are as follows:

1.1 Manage referrals

The DSL is expected to refer cases:

(a) of suspected abuse to the local authority children'ssocial care as required;

(b) to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme. Whilst the referral is being assessed, should any further or new information come to light, this should also be passed to police;

(c) where a person is dismissed or has left due torisk / harm to a child to the Disclosure and Barring Service (**DBS**) as required; and

(d) where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

1.2 Working with others

The DSL is expected to:

(a) act as a source of support, advice and expertise for all staff;

(b) act as a point of contact with local safeguarding partners (local authority, police and health/Integrated Care Board;

(c) liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

(d) as required, liaise with the case manager (see Appendix 3 of this policy) and the local designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.

(e) liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and the SENCO/named person with oversight for SEN) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

(f) liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health;

(g) promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

(h) work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and children protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at School;

(i) take the lead responsibility with regard to online safety and understanding the School's filtering and monitoring systems and processes in place.

1.3 Information sharing and managing the child protection file

The DSL is responsible for:

a) ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

b) ensuring that the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in KCSIE.

c) Records should include:

- a clear and comprehensive summary of the concern

- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

d) When children leave the School (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of the new term. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained. The safeguarding records should be clear, factual and distinguish between observed concerns, professional opinion and historic information.

e) In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

f) Information should be passed over which allows the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the Channel programme and have that support in place for when the child arrives.

g) On receiving a child protection file, the DSL should consider whether it is appropriate to share information, particularly where the information would support an assessment of risk to others in the school as well as the individual pupil. The DSL will ensure that key staff are aware as required, including the SENCO / named person with oversight for SEN where necessary It is incumbent on the receiving setting to assess risk and put safety and support plans in place for when the child arrives, specifically identifying as an example incidents where a child has previously carried, threatened with, or used a knife as a weapon. It would also be good practice for there to be a conversation between the two DSLs where there are issues or concerns.

1.4 Raising awareness

The DSL should:

(a) ensure each member of staff has access to, and understands, the School's child protection and safeguarding policies and procedures, especially new and part-time staff;

(b) ensure this policy is reviewed annually (as a minimum) and theprocedures and implementation are updated and reviewed regularly, and work with the Proprietor / Board Level Lead for Safeguarding regarding this;

(c) ensure this policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the School in this;

(d) link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest localpolicies on local safeguarding arrangements;

(e) help promote educational outcomes by sharing information about welfare,

safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and School leadership staff.

1.5 Training, knowledge and skills

The DSL should:

(a) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL and DDSL should also undertake Prevent awareness training. Training should provide safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly social care, so they:

(b) understand the assessment process for providing Family Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

(c) have a working knowledge of how local authorities conduct a child protection case conference and a child protection reviewconference and be able to attend and contribute to these effectively when required to do so;

(d) understand the importance of the role the DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children;

(e) understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

(f) are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers – and how caring responsibilities can impact on education;

(g) understand the importance of information sharing, both within the School and with the safeguarding partners, other agencies, organisations and practitioners;

(h) understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the riskof radicalisation;

(i) are able to understand the unique risks associated with onlinesafety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;

(j) can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

(k) obtain access to resources and attend any relevant orrefresher training courses;

(l) encourage a culture of listening to children and taking accountof their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

1.6 Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

(a) Ensure that staff are supported during the referrals process, and

(b) Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

1.7 Understanding the views of children

It is important that all children feel heard and understood. Therefore, the DSL should be supported in development knowledge and skills to:

(a) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and

(b) understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

1.8 Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in KCSIE. The DSL should be equipped to:

a) understand the importance of information sharing, both within the school or college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

b) understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 (DPA) and the UK General Data Protection Regulation (UK GDPR); and

c) be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

1.9 Reporting

The DSL should:

a) Contact the Board Level Lead for Safeguarding should a significant concern arise, which relates to a pupil or a member of staff.

b) Complete a termly review of the Safeguarding/Child Protection Register, outlining an overview of the number of individuals on the register and the

level of concern. This information would be included in the Head's Report for reporting at the termly Governance meeting.

c) Organise the Safeguarding/Child Protection files, recording documents relating to open and closed cases of current pupils, archived records of former pupils and update a chronology for each file on current pupils.

d) Undertake an Annual Safeguarding Audit with the Board Level Lead for Safeguarding and implement any action points arising.

Appendix 5 Safer Working Practices

The School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils' are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Head and governing body.

This document is intended to provide clear guidance to all staff and volunteers so that they can be sure that their actions and behaviour does not place pupils or staff at risk of harm or of allegations of harm to a pupil.

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

Staff should always:

- Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example, those referring to Child Protection, Behaviour, Physical Intervention, Anti Bullying, Equal Opportunities, Health and Safety, Use of Images, Disability Discrimination, E safety and Acceptable IT use.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils.
- Observe other people's right to confidentiality (unless you need to report something to the Head or DSL, e.g. concerns about a child protection issue).
- Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purpose).
- Take due care when with a pupil on a 1:1 basis, or when supervising changing of pupils including in the EYFS, to ensure that you are in a room with a glass panel or an open door so that your behaviour with a pupil cannot be misconstrued.
- Report as soon as possible to the Head (or in the case of an allegation concerning the Head the Proprietor or Chair of the School Board):
    - Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself.
    - Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.

- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or any other school policies and procedures.

Staff should never:

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text, email or telephone except for agreed work purposes using work IT, or make arrangements to contact, communicate or meet children outside of work.
- Use digital media in your personal life in a way which could compromise your own suitability to work in a position of trust with children, or bring the school's reputationinto disrepute.
- Develop 'personal' or sexual relationships with children.
- Engage in horseplay or fun fights.
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate* or offensive nature.
- Give or receive (other than 'token') gifts unless arranged through your line manager / Headteacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner,
- e.g. smoking or drinking alcohol.
- A parent's consent is never sufficient for any variation in the above.
- Behave in an illegal or unsafe manner, for example being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all time whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example under the influence of medication which induces drowsiness, with a medical condition which dictates that you should not be caring for children, under extreme stress which is likely to impair your judgement.

*** Please note:**

It is the perception of the person subject to a remark or action rather than your stated intention that defines 'appropriate' or 'inappropriate'.