



Rosh Pinah Primary School

Child Protection and Safeguarding Policy

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CONTENTS

ITEMS	CONTENTS	PAGE
1	Statement of intent	4
2	Useful contact details	5
3	Acronyms	6
4	Definitions	9
5	Legal framework	12
6	Roles & responsibilities	13
7	Multi-agency working	19
8	Early help	20
9	Abuse, neglect & exploitation	21
10.	Safeguarding children with medical conditions	22
11	Specific safeguarding issues	22
12	Child-on- child abuse	22
13	Online safety & personal electronic devices	25
14	Consensual and non-consensual sharing of indecent images and videos	26
15	Context of safeguarding incidents	26
16	Pupils potentially at greater risk of harm	27
17	Use of the school premises for non-school activities	29
18	Alternative provision	29
19	Work experience	29
20	Home stay exchange visits	30
21	Concerns about pupils	30
22	Managing referrals	33
23	Concerns about school safeguarding practices	33
24	Safeguarding concerns and allegations of abuse against staff	33
25	Communication and confidentiality	34
26	Safer recruitment	36
27	Single central record	36

ITEMS	CONTENTS	PAGE
28	Safeguarding and sports	37
29	Training	37
30	Notifying parents	38
31	Opportunities to teach safeguarding	39
32	Complains and concerns about school's safeguarding policy	39
33	Record keeping	39
34	Monitoring arrangements	40
APPENDIX 1	Specific safeguarding issues	41
APPENDIX 2	Safe recruitment and DBS checks – policy and procedures	56
APPENDIX 3	Allegations of abuse made against staff including supply teachers, volunteers and contractors	65

1. Statement of intent

Rosh Pinah Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

The school is committed to developing and maintaining a strong safeguarding culture where:

- Safeguarding is embedded in all policies and practice
- Pupils feel safe, heard and supported
- Staff are confident to raise and escalate concerns
- Leadership monitors safeguarding effectiveness continuously
- Learning from safeguarding incidents informs practice improvements.

The school recognises the strengthened national expectation that safeguarding is explicitly child-centered, proactive and focused on the early identification of need. Staff understand that concerns must not be allowed to escalate and that timely intervention is essential.

The school adopts a two-tier approach to early intervention, recognising both:

- Universal early help, delivered within school systems; and
- “Family Help”, coordinated through multi-agency services where additional support is required.

Safeguarding practice reflects evolving risks including:

- Misogyny, misandry and harmful online narratives
- Artificial intelligence (AI), including deepfake content
- Serious youth violence and weapon-related harm
- Exploitation involving financial, criminal or sexual elements, or coercion.

This policy sets out a clear and consistent framework for delivering this, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the Governing Body, the Headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children
- Ensuring that the Headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The school recognises that safeguarding is everyone’s responsibility and requires a whole-school culture of vigilance, openness and professional curiosity. We ensure that the voices, wishes and lived experiences of pupils are central to all safeguarding arrangements and decision-making, and that pupils are supported to understand, report and manage risks in both offline and online environments, including emerging risks such as artificial intelligence (AI). We aim to ensure that pupils are confident that they have someone they can turn to if they have a concern.

2. Useful Contact Details

1. School Contacts:

Headteacher: Jill Howson School Email: headteacher@rpps.org.uk School Phone No: 020 8958 8599

Designated Safeguarding Lead: Sarmila Roy School Email: sarmila.roy@rpps.org.uk School Phone No. 020 8958 8599

Deputy Designated Safeguarding Lead: Hayley Ordman School Email: hayley.ordman@rpps.org.uk School Phone no: 020 8958 8599

Safeguarding Governor: Nicole Blech School Email: nichole.blech@rpps.org.uk

2. Other Contacts:

MASH (Multi-Agency Safeguarding Hub): Email: mash@barnet.gov.uk Phone No: 020 8359 4066 Address: 2, Bristol Avenue, Colindale, NW9 4EW

Children's Social Care (for children in need and children at risk of harm): Email: mash@barnet.gov.uk Phone No: 020 8359 4066 (Monday to Thursday 9am to 5:15pm, Friday 9:00am to 5pm).

Barnet SCB (for allegations against staff or volunteers): Contact Rob Wratten, the [Local Authority Designated Officer \(LADO\)](#) through Barnet's Multi-Agency Safeguarding Hub (MASH) on **020 8359 4066** or via email at mash@barnet.gov.uk.

Early Help: Contact the local Best Start Family Hubs directly based on your area, or reach the general child and family services team at **020 8359 3100**. For your local area (HA8 postcode), the primary contact is the West Hub.

Ofsted

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 4234

Address: Piccadilly Gate, Store Street, Manchester, M1 2WD

Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email: dbsdispatch@dbs.gsi.gov.uk

Address: DBS, PO Box 181, Darlington, DL1 9FA

Telephone: 01325 953795

Contact details for advice and support about extremism

LA Prevent lead: Perryn Jasper Email: perryn.jasper@barnet.gov.uk

Local police force: Call 999 in an emergency or 101 for non-emergencies.

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Contact details for mandatory reporting of FGM to the police:

Non-emergency report: **101** (specify you are making a mandatory FGM report)

Immediate emergency: **999**

Local guidance: Contact the [Metropolitan Police FGM Advice](#)

National FGM Helpline (run by the NSPCC): **0800 028 3550** or email fgmhelp@nspcc.org.uk

NSPCC Inform website

<http://www.nspcc.org.uk/Inform>

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Telephone: 0800 028 0285

Email: help@nspcc.org.uk

Office of the Children's Commissioner for England (OCC)

<https://www.childrenscommissioner.gov.uk/>

Email: advice.team@childrenscommissioner.gsi.gov.uk

or info.request@childrenscommissioner.gsi.gov.uk

3. Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronyms	Long form	Description
AI	Artificial Intelligence	Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.
CCE	Child Criminal Exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
MASH	Multi-Agency Safeguarding Hub	The single point of contact for all professionals to report safeguarding concerns.
CSE	Child Sexual Exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or

Acronyms	Long form	Description
		deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female Genital Mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-Based' Abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals

Acronyms	Long form	Description
		in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping Children Safe in Education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local Authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer Plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously Looked-After Children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, Social and Health Education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, Sex and Health Education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special Educational Needs Coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior Leadership Team	Staff members who have been delegated leadership responsibilities in a school.

Acronyms	Long form	Description
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School Head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.
WTSC	Working Together to Safeguard Children	Statutory guidance for settings where work and activities relate to children.

4. Definitions

The terms **“children”** and **“child”** refer to anyone under the age of 18.

For the purposes of this policy, **“safeguarding and protecting the welfare of children”** is defined as:

- Providing help and support to meet the needs of pupils as soon as problems emerge
- Protecting pupils from maltreatment, whether that is within or outside the home, including online
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- Promoting good health
- Supporting and understanding the behavior of children
- Taking action to enable all pupils to have the best outcomes
- Maintaining records, policies and procedures.

For the purposes of this policy, **“consent”** is defined as having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16. Sexual intercourse without consent is rape. For the purposes of this policy, **“sexual violence”** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

For the purposes of this policy, **“sexual harassment”** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
 - The consensual and non-consensual sharing of nude and semi-nude images and/or videos
 - Sharing unwanted explicit content
 - Upskirting
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **“Upskirting”** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **“Operating equipment”** includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

“Consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes.” refers to the creation or sharing of sexually explicit content by pupils, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals.

This content can be:

- Created by the individual themselves
- Created or manipulated using **artificial intelligence (AI), including deepfake imagery.**

This behaviour is recognised as a safeguarding issue and may constitute criminal activity, although pupils will be supported as victims where appropriate.

For the purpose of this policy **“Misogyny”** is defined as behaviours or attitudes that display hatred, discrimination or prejudice towards women and girls. Misogyny is recognised as a contributing factor in **harmful sexual behaviour, online abuse, coercion and exploitation**, and forms part of safeguarding risk identification. **Misandry** is the hatred, dislike, or ingrained prejudice against boys or men. It functions as a form of sex-based discrimination and is considered the counterpart to misogyny.

The school implements procedures to counter and guard against misogyny and misandry. The school is also aware that this aligns with the expectations set out in Ofsted's school inspection framework and DfE guidance on promoting fundamental 'British Values', and also has implications for the teaching of RSE.

For the purpose of this policy **“Artificial Intelligence (AI) safeguarding risks”** are the potential risks to children arising from the use of AI technologies, including exposure to harmful content, manipulation, exploitation, deepfake content, and inappropriate interactions with AI systems

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child, which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the 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 when they see, hear or experience its effects. Children may be abused in a family, 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. Children may also cause harm to other family members, often referred to as child to parent or care-giver abuse.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse, which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling or name-calling, as well as not giving the child the opportunities to express their views, deliberately silencing them, '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 to feel frequently 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, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object), or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images or watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a 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 a child with adequate food, clothing or shelter (including exclusion from home or abandonment)
- Protect a child from physical or emotional harm or danger
- Ensure adequate supervision (including through the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5. Legal framework

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners as follows:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area.

The policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Sexual Offences Act 2003
- Crime and Policing Act 2026
- male Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Anti-social Behaviour, Crime and Policing Act 2014
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022.

Statutory guidance

- Home Office (2023) 'The Prevent duty': Guidance for specified authorities in England and Wales
- DfE (2026) 'Working Together to Safeguard Children (WTSC) 2026'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2026) 'Keeping Children Safe in Education 2026'
- Working Together to Improve School Attendance 2026
- Meeting Digital and Technology Standards for Schools and Colleges 2022
- HM Government (2020) - 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) - 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'

- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'.

Non-statutory guidance

This policy operates in conjunction with the following school policies:

- Children Absent from Education Policy
- Child Sexual Exploitation Policy
- Prevent Duty Policy
- Child-on-Child Abuse Policy
- Suspension and Exclusion Policy
- Cybersecurity Policy
- Staff ICT and Electronic Devices Policy
- Behaviour Management and Bullying Policy
- Code of Conduct – Staff, Governors and Parents
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Low-Level Safeguarding Concerns Policy
- Complaints Policy
- Data Breach Policy
- Data Protection Policy
- Data Retention Policy
- Photography Policy
- Equality Policy
- Health and Safety Policy
- Mental Health and Well-Being Policy
- Mobile Phone and Smart Device Policy
- Online Safety Policy
- Relationship, Sex and Health Education Policy
- Inclusion Policy
- Subject Access Request Policy
- Visitor Policy and Protocols
- Volunteer Policy
- Staff Disqualification Declaration Form
- Reporting Safeguarding Concerns Flowchart.

6. Roles and responsibilities

Safeguarding and Child Protection is **everyone's** responsibility. This Policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our Policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling 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).

6.1 All staff

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. All staff also have responsibility to:

- Read and understand Part One of KCSIE in full, regardless of role
- Consider, at all times, what is in the best interests of the pupil
- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Provide a safe environment in which pupils can learn
- Be prepared to identify pupils who may benefit from early help
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- Be aware of the role and identity of the DSL and deputy DSLs
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually
- Be aware of the local early help process and understand their role in it
- Be aware of, and understand, the process for making referrals to MASH, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- Make a referral to MASH and/or the police immediately, if at any point there is a risk of immediate serious harm to a child
- Support social workers in making decisions about individual children, in collaboration with the DSL
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- Promote dialogue and understanding, and ensure all pupils feel listened to and understood
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm
- Avoid victim-blaming attitudes, and challenge it in a professional way if it occurs
- Maintain appropriate levels of confidentiality when dealing with individual cases
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- Speak to the DSL if they are unsure about how to handle safeguarding matters
- Be aware of safeguarding issues that can put pupils at risk of harm
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm
- Understand how safeguarding incidents may present differently in different pupils

- Use professional curiosity to explore and report signs of abuse, neglect and exploitation. This includes serious violence, including weapon possession or intent, misogynistic or harmful online behaviours and AI-generated or manipulated content
- Be confident to challenge decisions and escalate concerns where necessary
- Understand the importance of hearing and recording the child's voice.

6.2 Teachers

Teachers have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'
- Personally, report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.

6.3 The Headteacher

The Headteacher is responsible for the implementation of this Policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this Policy, as part of their induction
 - Understand and follow the procedures included in this Policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this Policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Being aware of the School's Local Safeguarding Arrangements
- Ensuring that all staff undertake appropriate Safeguarding and Child Protection training and update the content of the staff training regularly
- Report any cases to the Police where it appears that an act of FGM has been carried out
- Acting as the 'Case Manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate ([see Appendix 3](#))
- Making decisions regarding all low-level concerns, though she may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

6.4 Governors

The Governing Board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions

- Ensure that all staff, whether or not they work directly with children, read at least Part One of KCSIE
- Ensure that all staff who work with children and all staff in management roles read Annex A, which provides further information on types of abuse
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions, thus ensuring access to a DSL or Deputy at all times
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another Governor
- Guarantee that there are effective and appropriate policies and procedures in place
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the Governing Board itself, the SLT and DSL
- Make sure that pupils are taught about safeguarding and how to keep themselves safe, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by ensuring that the school conducts pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.

6.5 The Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team. The DSL takes lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can also be contacted out of school hours if necessary by email or phone.

When the DSL is absent, the Deputy DSL will act as cover. If in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the Senior Leadership Team and/or take advice from Local Children's Social Care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible. During out of school hours if the DSL and Deputy are not available the Headteacher or any other member from the Senior Leadership Team will act as cover. KCSIE now recommends, for example, a shared email address between the DSL and DDSLs, so that concerns can be addressed promptly when the DSL is not immediately available. The DSL has a duty to undertake the role as described in KCSIE Annex B. This includes and is supplemented by the need to:

The DSL will be given the time, funding, training, resources and support to:

- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place

- Provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- Contribute to the assessment of children, and/or support other staff to do so
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms
- Refer Cases:
 - To MASH where abuse and neglect are suspected, and support staff who make referrals to MASH
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child, and to the TRA, if there is consideration that the person is not suitable to undertake teaching work
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance
- Understand and keep up-to-date with local safeguarding arrangements
- Have a good understanding of harmful sexual behaviour
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

Work with others to:

- Act as a point of contact with the Three Safeguarding Partners
- Liaise with the Headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations
- As required, liaise with the 'Case Manager' and the Designated Officers (LADOs) at the Local Authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker
 - Understanding the academic progress and attainment of these pupils
 - Maintaining a culture of high aspirations for these pupils
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so

- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared. Where there are concerns, it is expected that there will be a conversation between the DSL and the DSL at the new school. The file must be transferred confidentially to the DSL and not included in general pupil transfer information. The school must obtain confirmation of receipt
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process. Undertake activities to verify staff understanding of safeguarding requirements
- Work with the Governing Board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- Ensure the school's Child Protection and Safeguarding Policy is available publicly on the school's website, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding
- Undergo training, renew this training at least every two years, with at least annual updates
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organizations' and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping. Ensure that records of safeguarding-related meetings and discussions include
 - A summary of the discussions
 - The decisions taken
 - The rationale for such decisions, including any decision that the threshold has not been met for an external referral
- Ensure that the lived experience and voice of the child inform all decision-making
- Promote a culture where staff feel confident to escalate concerns or disagreements (professional challenge)
- Ensure safeguarding arrangements reflect emerging risks, including AI and online harms
- Ensure that all staff understand the difference between early help, safeguarding concerns, and harm threshold cases
- Ensure safeguarding systems reflect increased expectations around information sharing and multi-agency coordination and early identification and escalation
- Undertake risk assessment where concerns relate to serious violence, including weapon possession or threats of harm and peer-on-peer escalation and conflict
- Undertake a pupil risk assessment whenever a child with a safeguarding concern is admitted to the school and/or an existing pupil is added to the child protection register

- Ensure appropriate consideration of, and staff understanding of, gender identity-related safeguarding issues and risks linked to AI-generated abuse or exploitation
- Ensure enhanced information transfer when pupils move schools, including risks to others, harmful sexual behaviour concerns and serious violence indicators
- Liaise with the school's Attendance Champion to maintain an awareness of any pupil attendance issues which may also be a safeguarding concern
- Ensure awareness of the updated CCE and CSE indicators and Operation Encompass duty
- Act as a source of support, advice and expertise for all staff.

6.6 Virtual School Heads

- Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker
- They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

7. Multi – agency working

Schools have a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body and Headteacher will ensure that the school or college contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children 2023'. The school is aware of and will follow the local safeguarding arrangements organised by the Barnet Safeguarding Children Partnership.

Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements. The school will work with MASH, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support. Where a need for early help is identified, the school will allow access for MASH from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment. The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Safeguarding relies on strong, transparent and timely multi-agency working. Staff will actively contribute to inter-agency plans and will not allow concerns to be diluted or delayed. Where there is disagreement between professionals, the school will follow escalation procedures to ensure children's safety remains paramount.

7.1 Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

Staff will ensure that information sharing is timely, proportionate and child-centred, and that failure to share information is recognised as a potential safeguarding risk.

Staff must recognise that:

- failure to share information can itself be a safeguarding risk; where there is a safeguarding concern about a child, safeguarding requirements take precedence over considerations of GDPR
- effective safeguarding requires timely, proactive and coordinated information sharing.

The school will ensure stronger alignment with multi-agency expectations and statutory frameworks.

Staff must be made aware of the statutory duty, introduced by The Crime and Policing Act 2026, for individuals working or volunteering with children to report sexual abuse to the police and children's social care when they become aware of it. Staff should also be made aware of what will happen next if they fail to report or attempt to deter and individual making a report under the mandatory reporting duty.

8. Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. This includes universal services, community-based Early Help or the targeted early help level of Family Help. The school will be proactive in ensuring that every pupil is able to access full-time education to aid their development and protect them from harm whilst utilising the unique position of having regular daily contact with pupils to identify concerns as early as possible.

Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs
- Have SEND, regardless of whether they have a statutory EHC plan
- Have mental health needs
- Are young carers
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Are frequently missing or going missing from care or from home
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Are at risk of being radicalised or exploited
- Have family members in custody or is affected by parental offending
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- Misuse drugs or alcohol
- Have returned home to their family from care
- Are at risk of HBA, such as FGM or forced marriage
- Are privately fostered
- Have been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of, or have been, permanently excluded from school, colleges and in Alternative Provision or a PRU
- Are persistently absent from education, including persistent absences for part of the school day
- Show early signs of abuse and/or neglect in other ways
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a PRU.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:

- Bereaved
- Viewing problematic or inappropriate online content or developing inappropriate relationships online
- Have recently returned home to their family from care
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

If Early Help is appropriate, the DSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to Local Authority Children's Social Care (MASH) if the situation does not seem to be improving or is worsening.

Early help assessments will ensure that the child's views, wishes and feelings are clearly recorded and influence planning and decision-making.

Early help - referral in Barnet

- Referral through MASH
- Referral using Universal Plus form
- 0-19 Early Help Hubs
- Multi-agency information sharing and problem solving
- Case shared by relevant professionals
- Anyone can go to observe MASH or an Early Help Hub in action.

9. Abuse, neglect, exploitation, serious violence (including modern slavery)

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. This includes concerns related to serious violence such as when a pupil is carrying or has access to a weapon and/or has expressed intent to seriously harm others. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure. The DSL will undertake a **dynamic risk assessment** and take appropriate action, including multi-agency referral where required.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

10. Safeguarding children with medical conditions

Children with medical conditions have the potential for additional safeguarding vulnerability, including the risk of abuse, neglect or exploitation. Such concerns must be reported initially to the DSL and would usually be managed in school. A safeguarding referral would be needed only where an incident indicates that a child might be at increased risk of neglect, abuse or exploitation because of their medical condition. For example, this might occur where relevant medical information is not provided to the school or where children are repeatedly sent to school without essential medication.

11. Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm- staff will be aware of these issues. [Appendix 1](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual cases.

12. Child-on-child abuse

For the purposes of this policy, “**child-on-child abuse**” is defined as abuse between children.

The school recognises that harmful sexual behaviour (HSB) exists on a continuum and requires a proportionate, risk-based response. All reports of HSB will be taken seriously, recorded appropriately, and responded to in line with this policy and KCSIE guidance.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy’s statement of intent. Staff are aware of the times when children might be at highest risk throughout the day, such as immediately after school.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases has been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL, if they have any concerns about child-on-child abuse.

When identifying pupils at risk of potential harm or who have been harmed by their peers, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in usual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem
- Changes to their social groups, e.g. spending time with older pupils, or social isolation
- Alcohol or substance misuse.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- Physical abuse and serious violence – this may include threats involving weapons and online elements which facilitates, threatens and/or encourages physical abuse
- 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)
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse. This includes AI-generated sexualised content, including deepfakes
- Misogyny, misandry and gender-based harm

- Harassment and violence linked to online cultures
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 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
- 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).

Staff will recognise that abuse may involve both victim and perpetrator vulnerability, and all cases will be treated as safeguarding concerns.

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If the incident / allegation involves harmful sexual behaviours the DSL and Deputy DSL will:

- Reassure the victim, ensuring they feel safe in school
- Offer the pupil support through online counselling, SEMH support or a referral to Early Help / BICS
- Assess whether a MASH or Police referral is required
- Complete a risk assessment and ensure these are dynamic and regularly reviewed
- Consider context, power imbalance, and coercion
- Avoid normalising harmful behaviours
- Where appropriate the school will follow the Behavior and Anti-Bullying Policy in dealing with the perpetrator
- Refer the perpetrator for support through 'Early Help Safer Schools' Team or MASH.

Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying and Behaviour Policy.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will be reassured that they will be taken seriously, be supported and kept safe.

Pupils can report incidents or concerns about their friends or peers by talking to a trusted adult in school, talking to their class teachers, teaching assistants, SLT members (Headteacher, DSL and deputy DSL). They can also make a formal complaint to their teachers, Headteacher, DSL and the Deputy DSL.

12.1 Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems

- Develop pupil's awareness through Assemblies, Anti- Bullying Week activities, talks and workshops by the NSPCC and Streetwise, through PSHE, RSHE and cross curricular activities across the curriculum
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.
- The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action
- Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:
 - Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this
 - There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.
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13. Online safety and personal electronic devices

The school will adhere to the Online Safety Policy at all times. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- The procedure to follow when they have a concern regarding a pupil's online activity
- Understanding AI-related safeguarding risks, including deepfake imagery and manipulated content used for coercion
- Misogynistic influencers and ideologies and radicalisation linked to gender-based harm
- Recognising online manipulation and exploitation patterns
- Teaching pupils to critically evaluate online content and recognise manipulation.

The school will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Online Safety Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The school will also ensure that it meets the filtering and monitoring standards published by the DfE.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction. Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

The school recognises that technology, including AI, is a significant factor in safeguarding. Pupils may be exposed to or involved in risks such as:

- AI-generated and deepfake imagery or misleading and manipulated content
- Misogynistic content, including influencers and ideologies and radicalisation linked to gender-based harm
- Online grooming and exploitation
- Exposure to extremist material.

13.1 Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor internet use. The school will also make it clear to parents what their children are being asked to do online for school.

13.2 Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

13.3 Personal electronic devices

The use of personal electronic devices, including mobile phones, cameras, smart watches and any other devices capable of taking and storing images, by staff and pupils is closely monitored by the school. In summary, from a pupil point of view, the school is a mobile phone-free zone. When, by the school's agreement with parents or carers, a pupil can use a mobile phone (not a smart phone) when travelling independently to and from school, for example, this is to be handed in to the school office/class teachers on arrival and collected at the end of the school day.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils. Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

If a member of staff believes that a pupil has a device which contains indecent images, including nudes or semi-nudes, the device must be confiscated and the DSL informed. Staff must not, under any circumstances;

- View the images in question, since this may make them vulnerable to allegations of viewing and sharing indecent images
- Delete the images, since these may be needed as part of a future police investigation.

If a member of staff has been unable to avoid viewing an indecent image on a pupil's device, he/she must, for his/her own protection, immediately inform the DSL and Headteacher, with an explanation of the circumstances.

13.4 Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting.

"Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

14 Consensual and non-Consensual sharing of indecent images and videos

The school will ensure that staff are aware to treat the consensual and non-consensual self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The school's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-produced Sexual Imagery Policy.

15 Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

16 Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

16.1 Pupils who needs social workers

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support.

16.2 Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

16.3 LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The Governing Body will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

The Designated Teacher

Governing bodies of maintained schools must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their Personal Education Plans.

16.4 Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following additional barriers:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration. These children being 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 are being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- The need for intimate care or that these children are isolated from others
- That these children are more likely to be dependent on adults for care
- These children may have issues over cognitive understanding – being unable 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.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

16.5 LGBTQ+ pupils and pupils questioning their gender

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals and face increased vulnerability both online and offline. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have and evaluate whether pupils require sensitive, case-by-case safeguarding responses.

Safeguarding decisions will prioritise welfare and safety and consider parental involvement unless this places the pupil at risk. Arrangements relating to toilets, changing and showering facilities, trips and overnight stays will be managed safely and in line with current statutory expectations. Children are not allowed to use toilets, showers and changing rooms designated for the opposite biological sex. If a gender-questioning child does not want to use the toilet, shower or changing facility designated for their biological sex, the school will consider whether it can provide an alternative toilet facility, without compromising single-sex toilet provision. The school will keep a clear record of these situations, communicate them appropriately and review them regularly.

16.6 Pupils requiring mental health support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will consider how intersectionality (e.g. SEND, race, gender, identity, and socio-economic factors) may increase vulnerability and may affect how abuse is recognised and responded to.

Where a pupil is believed to be at **immediate risk of harm**, staff must:

- contact emergency services (999), or
- support urgent access to medical help.

This reflects the strengthened expectation to treat mental health crises as **safeguarding emergencies where appropriate**.

17 Use of the school premises for non-school activities

Where the school rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's [guidance](#) on keeping Children Safe in Education 2026 out-of-school settings in these circumstances.

Where the school provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the School Business Manager will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The School Business Manager will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The School Business Manager will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

17.1 Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to MASH or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

18 Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

19. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place to protect children from harm. If the person providing the teaching, training, instruction or care or supervision to the child on a work experience placement or activity will be doing so frequently or for more than three days in a 30-day period, or overnight, this is a regulated activity. The school must not allow someone on the barred list to take part in regulated activity.

Where the school has pupils from other educational establishments undertaking work experience at the school, an enhanced DBS check will be requested from the pupil's school or college if the pupil is over the age of 16. Where someone under the age of 18 undertakes work experience or a work placement at the school, the school has a safeguarding duty both towards that pupil and its own pupils.

20. Homestay exchange visits

20.1 School arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

20.2 School arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that make them feel uncomfortable.

20.3 Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

20.4 Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

21. Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSLs.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

Staff will ensure that all concerns are:

- Clearly recorded
- Include the child's voice
- Reflect professional judgement and rationale.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the [communication and confidentiality](#) section of this policy.

[Figure 21.1 specifies concerns about pupils.](#)

Where the DSL is not available to discuss the concern, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

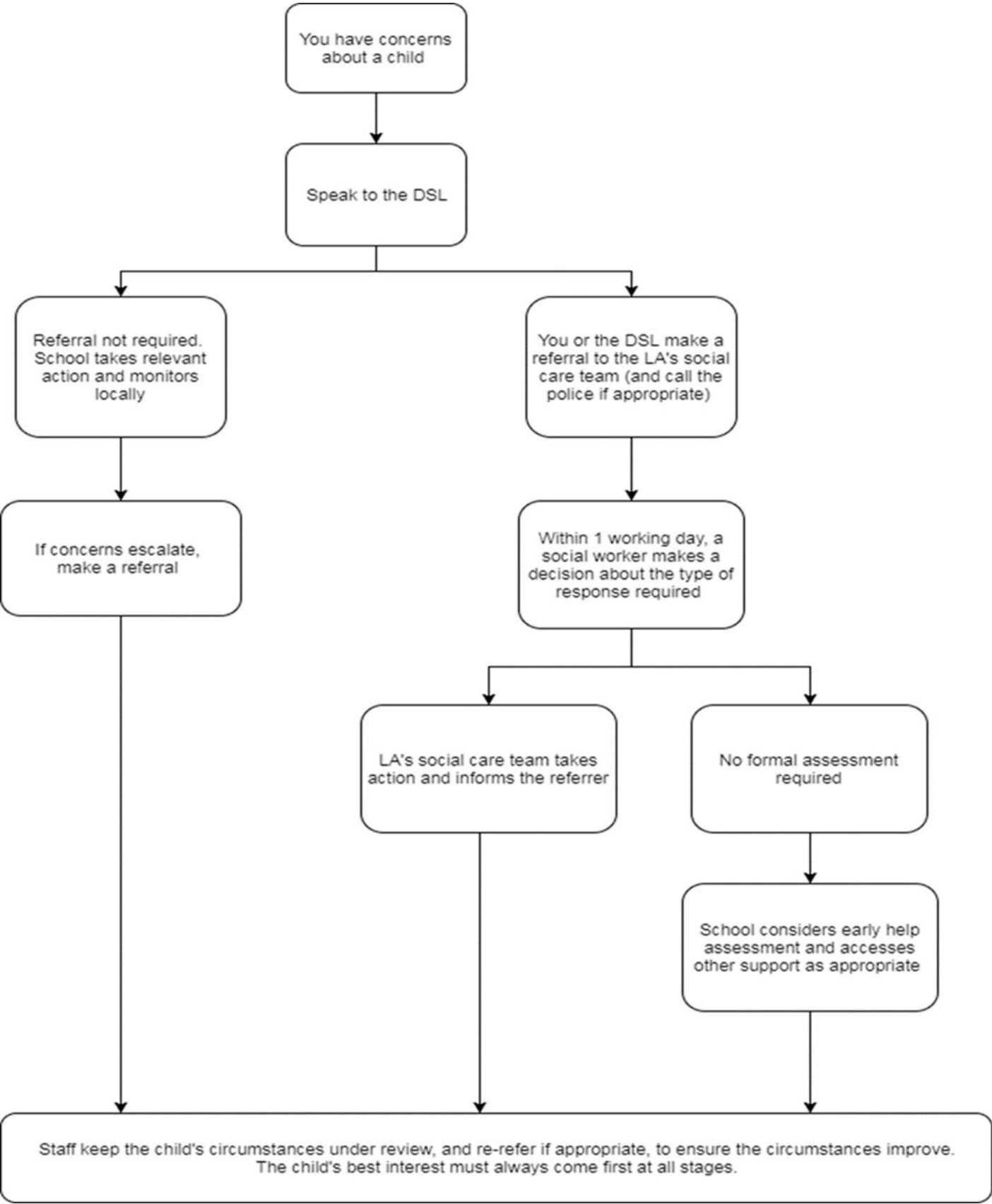
If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a lockable cabinet.

If a pupil is in immediate danger, a referral will be made to MASH and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

21.1 Figure 1: Procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) Note –if the DSL is unavailable, this should not delay action.



22. Managing referrals

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to MASH or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by MASH. Where MASH decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where MASH decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

The school will not delay action while awaiting further information where there is a risk of harm. Immediate safeguarding concerns will always take precedence.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

The Local Authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the Local Authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow Local Escalation Procedures to ensure their concerns have been addressed and that the child's situation improves.

23. Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

24. Safeguarding concerns and allegations of abuse against staff

24.1 Concerns about a staff member, supply staff, volunteer or contractor

If you have concerns about a member of staff (including supply staff, volunteers or contractor) or an allegation is made about a member of staff (including a supply staff, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

The Headteacher/Chair of Governors will then follow the procedures set out in [Appendix 3](#) if appropriate.

Where there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply staff, volunteer or contractor) to the Headteacher, report it directly to the Local Authority Designated Officer (LADO).

As the school is an Early Years provider, where appropriate, the school will inform Ofsted of the allegation and actions taken.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as “low-level concerns”. Allegations that meet the harms threshold include instances where staff have:

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

A low-level concern is any concern that an adult has acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- Doesn’t meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- Being over friendly with children
- Having favourites
- Adults taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

The school promotes a culture where low-level concerns are:

- Reported openly
- Recorded consistently
- Used to identify patterns of behaviour.

25. Communication and confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:

- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children’s social care or the Prevent Programme.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy):

- The Headteacher, DSL or Deputy DSL will only disclose any child protection information about a pupil to other members of staff on a need to know basis
- We will undertake to share our intention to refer a child to the MASH with parents/carers unless by doing so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt we will consult with MASH
- All staff must comply with the professional standards governing confidentiality and information sharing
- Confidentiality is also addressed in this policy with respect to record keeping in [section 31](#) and allegations of abuse against staff in [APPENDIX 3](#).

26. Safer recruitment

Safer recruitment policy and procedure are outlined in [APPENDIX 2](#) of this policy.

27. Single Central Record (SCR)

The school keeps an SCR which records all staff, Governors, agency and third-party supply staff, regular volunteers and teacher trainees on salaried routes, who work at the school.

The Department for Education (DfE) defines the school workforce across state-funded schools as all personnel employed under a contract, categorized primarily into **teachers** (qualified and unqualified), **teaching assistants**, and **other support staff** (such as administrative, premises, and central team personnel).

The following information (when required) is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- At least two references
- A check for unexplained gaps in employment history
- A self-declaration of medical fitness
- A check of any qualifications required by the post or relevant qualifications declared by the candidate
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK including
 - Overseas criminal records check
 - Letter of professional standing if a person has undertaken teaching work outside the UK and will be undertaking teaching work at the school.
- A Prohibition from Management (also known as a Section 128) check for Governors in all schools
- For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

The school is aware that self-employed people are not able to make an application directly to the DBS on their own account. When employing the services of self-employed workers and contractors, the school will consider obtaining the DBS check on their behalf, and recording this information on the SCR. If a self-employed person can obtain a DBS (for example, through his or her professional association) this can be accepted by the school. However, the school must see the certificate and verify that it is at the right level (ie. enhanced with barred list) and whether it contains any information on convictions to be evaluated.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. For volunteers, it is a requirement to undertake a risk assessment to determine and record which recruitment checks are needed in relation to the role being undertaken, including assessment of whether a volunteer should be subject to an enhanced DBS check. The risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included. The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR to an archived version once they no longer work at the school. This will take place at the end of the term when the person leaves. Schools may be expected to provide evidence of good

practice over time. For this reason, it is accepted practice to retain information in the archive for a reasonable period of time, for example, until the conclusion of the school inspection following a person's departure.

28. Safeguarding and Sport

As children get older, some sports are typically taught and played in single-sex groups. The Equality Act 2010 contains an exception in relation to single-sex sport. It applies to participation in any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa). This means that schools and colleges can separate children according to their biological sex in these circumstances without discriminating unlawfully against them on the basis of their sex. Some sports may need to be played in single-sex groups from a certain age to ensure children's safety. Where this is the case there must be no exceptions. In other cases, the school may adopt a policy of single-sex sports for reasons related to fairness.

Where there are no safety concerns and a child make a request relating to how they participate, the school will consider the request in light of the advice on "considering requests for support with social transition". This means that the school will take into account all the relevant factors, including whether supporting social transition is, overall, in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

29. Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated annually or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy
- Child-on Child Abuse Policy and Procedures
- The Staff Code of Conduct
- The Whistle Blowing Policy
- Part one of 'Keeping Children Safe in Education 2026' (KCSIE 2026) (or Annex A, if appropriate)
- The Behaviour Policy
- Children Absent from Education Policy, including the safeguarding response to children who are absent from education
- Child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Information about the role and identity of the DSL and deputy DSL.

All staff members will also receive regular safeguarding and child protection updates as required through staff INSET, briefings, meetings, weekly newsletters etc. This will include:

- The issues surrounding sexual violence and sexual harassment
- Contextual safeguarding
- How to keep LAC and PLAC safe
- CCE and the need to refer cases to the National Referral Mechanism
- Updates on online safety.

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to

understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and MASH referral arrangements
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required
- The importance of providing information and support to MASH
- The lasting impact that adversity and trauma can have
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers. Being a young carer can impact attendance, attainment, behaviour and wellbeing. As in other areas of safeguarding, early identification is key to making sure young carers receive support at the right time from the right services
- The importance of internal and external information sharing
- The Prevent duty
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

All Governors receive training about safeguarding and child protection (including online safety). This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

The Chair of Governors may be required to act as the 'Case Manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

Recruitment – Interview panels need to have at least one person conducting any interview for a post at the school will have undertaken Safer Recruitment Training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole-school approach to safeguarding and wider staff training and curriculum planning.

Staff members will be supported with their understanding of safeguarding issues and how to deal with them from their induction and throughout their time at the school. Staff members will be encouraged to participate in additional CPD alongside mandatory safeguarding training activities e.g. Paediatric first aid training, Prevent Duty training etc.

30. Notifying parents and carers

- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure
- Other staff will only talk to parents about any such concerns following consultation with the DSL
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the Local Authority Children's Social Care Team before doing so
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved
- We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent

- We will also take advice from our GDPR Policy in sharing the information with our parents.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

31. Opportunities to teach safeguarding

The Governing Body and Headteacher will ensure that children are taught about safeguarding, including online safety. The School considers this as part of providing a broad and balanced curriculum. This includes covering relevant issues for schools such as supporting pupils to be themselves at school, e.g. if they are LGBTQ through Relationships Education and Health Education which is compulsory from September 2020.

32. Complaints and concerns about school safeguarding policy

32.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff ([see APPENDIX 3](#)).

32.2 Whistle-blowing

Refer to the School's Whistle-Blowing Policy that covers concerns regarding the way the School safeguards pupils including poor or unsafe practice, or potential failures. As an Early Years provider, we will notify Local Children's Social Care Services and, in emergencies, the Police if we have concerns about children's safety or welfare.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk.
- Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk)
- General guidance on whistleblowing can be found via: Whistleblowing for employees.

33. Record-keeping

We will hold records in line with our data retention schedule ([Refer to the School's Data Retention Policy for further detail](#)).

- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them
- Safeguarding records relating to individual children will be retained until the individual reaches the age of 25
- If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file.
- To allow the new school/college to have support in place when the child arrives, this should be within:
 - 5 days for an in-year transfer, or within
 - The first 5 days of the start of a new term

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

33.1 Record-keeping arrangements:

- Records are paper-based and electronically saved in Child Protection and Online Management System (CPOMS) The DSL, Deputy DSL and the Headteacher have access to the safeguarding information in CPOMS
- Paper based records are securely locked in the Headteacher's Office.

33.2 Records will 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.

34. Monitoring arrangements

This policy is reviewed at least annually by the DSL and the Headteacher. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2027.

Appendix 1

Specific Safeguarding Issues

This section sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Here are the issues covered:

1. Domestic abuse
2. Homelessness
3. Children absent from education
4. Child abduction and community safety incidents
5. Child criminal exploitation (CCE)
6. Cyber-crime
7. Child sexual exploitation (CSE)
8. Modern slavery
9. FGM
10. Forced marriage
11. Radicalisation
12. Pupils with family members in prison
13. Pupils required to give evidence in court
14. Mental health
15. Serious violence

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “domestic abuse” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person’s child) where both are aged 16 or over and are personally connected. “Abusive behaviour” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “Personally connected” includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, the children may blame themselves for the abuse or may have had to leave the family home as a result. If Police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the Designated Safeguarding Lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#). The DSL will provide support according to the child’s needs and update records about their circumstances.

National domestic abuse helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Lives: young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and the Deputy DSL will contact the Local Housing Authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because "they have to"

Referrals to the Local Housing Authority do not replace referrals to MASH where a child is being harmed or at risk of harm.

Children absent from education

A child who is absent from school particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM, forced marriage or county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

Admission register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. The school will hold at least two telephone numbers at which a parent, relative, friend or neighbour can be contacted in an emergency. **For pupils in the EYFS, it is a requirement to have at least three emergency contacts.** Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

Where a parent notifies a school that a pupil will live at another address, we will record in the admission register:

- The full name of the parent with whom the pupil will live
- The new address

- The date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- The name of the new school
- The date when the pupil first attended or is due to attend that school.

Changes to information in the admissions register, as noted above, must be recorded as additions to the register. The original information must not be overwritten or deleted.

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information in the manner in which the LA requires the information to be submitted:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents

"Child Abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils. Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child criminal exploitation (CCE)

Child criminal exploitation (CCE) is a form of child abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence.

This type of harm can be committed or facilitated by an organised network or gang and children may identify as part of one of these groups.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation is a form of modern slavery that sees victims being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Children who commit or threaten to commit serious violence to others
- Cuckooing
- Causing internal concealment of item for criminal purpose.

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's Children's Social Care Team and the Police, if appropriate.

Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim may have been sexually exploited even if the sexual activity appears consensual.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

School staff will be aware of the key indicators that the pupil is the victim of CSE including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly becoming absent from school or education or not taking part
- Having older partners.
- Suffering from sexually transmitted infections
- Displaying sexual behaviours beyond expected sexual development
- Becoming pregnant.

If a member of staff suspects CSE or CCE, they will discuss this with the DSL. The DSL will trigger the Local Safeguarding Procedures including a referral to the Local Authority's Children's Social Care Team, and the Police, if appropriate.

County lines

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Indicators that a pupil may be involved in county lines actively include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons

- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern
- Having

Cyber-Crime

“Cyber-Crime” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff and at least one Governor undertake at least annual cyber security training and will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

Since April 2025, the school has a statutory duty to report any cyber-attack to the National Cyber Security Centre (NCSC).

Modern slavery

“Modern Slavery” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FGM (female genital mutilation)

For the purposes of this policy, “FGM” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with MASH and/or the police. The school’s procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all staff who undertake teaching work are **legally required** report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Failing to report such cases may result in disciplinary action.

Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the staff member has a good reason not to, they should also consider and discuss any such case with the DSL and involve MASH as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society
- The pupil coming from a community known to adopt FGM
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Having prolonged or repeated absences from school, followed by withdrawal or depression
- Being reluctant to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of so-called "honour-based' abuse (HBA)", which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA, and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behavior
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment.

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will. To assist in combatting forced marriage, in February 2023, the age at which someone can get married was raised, without exceptions, to 18.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent
- Requesting for extended leave of absence and failure to return from visits to country of origin
- Being fearful about forthcoming school holidays
- Being subjected to surveillance by siblings or cousins at school
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality
- Being withdrawn from school by their parents
- Being removed from a day centre when they have a physical or learning disability
- Not being allowed to attend extracurricular activities
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry
- Being prevented from going on to further or higher education
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or Headteacher and local safeguarding procedures will be followed – this could include referral to MASH, the police or the Forced Marriage Unit. The DSL or Headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- Making them aware of their rights and choices to seek legal advice and representation
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Radicalisation

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

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

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

For the purposes of this policy, “terrorism” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behavior, which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent Awareness Training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “the Prevent duty”. The Prevent duty will form part of the school’s wider safeguarding obligations. The school is required, as part of its Prevent Duty, to create and maintain a Prevent Risk Assessment.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘Are you a young person with a family member in prison?’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will be provided with the booklet ‘Going to Court’ from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff must be aware of how mental health concerns intersect with safeguarding duties, particularly around risks including self-harm, eating disorders and suicidal ideation. The early identification of risk and targeted support is essential. Staff must take immediate action, including informing the DSL, when a child discloses harm, including harm related to mental health.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Where a pupil is believed to be at **immediate risk of harm**, staff must:

- Contact emergency services (999), or
- Support urgent access to medical help.

This reflects the strengthened expectation to treat mental health crises as **safeguarding emergencies where appropriate**

From a perspective of preventing poor mental health and taking steps to avoid mental health situations from deteriorating, schools have a key role to play in:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing pupils and identifying early those who may be experiencing or at risk of developing mental health problems
- Making sure early targeted support is provided
- Liaising with and referring to specialist services where needed.

Serious violence

Through training, all staff will be made aware of the indicators, which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male
- Having been frequently absent from school
- Having been permanently excluded from school.
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL. This includes concerns where a pupil is carrying or has access to a weapon and/or has expressed intent to seriously harm others.

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.

Safeguarding training criteria

Purpose

This Section outlines the safeguarding training requirements for all staff members, governors, and volunteers to ensure compliance with statutory guidance and best practices in safeguarding children.

Core training requirements

The DSL and deputy DSLs will:

- Complete advanced safeguarding training every two years, which covers:
 - Their specific roles and responsibilities
 - Multi-agency working
 - Identifying, understanding and responding to specific needs that can increase the vulnerability of pupils
 - Specific harms that can put pupils at risk.
- Undertake training that enables them to develop expertise so that they can support (and advise staff and help them feel confident on welfare and safeguarding matters, particularly in relation to:
 - Ensuring that staff are supported during the referrals process
 - Supporting staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Receive regular updates throughout the year to remain informed of any changes in legislation and best practices
- Undertake Prevent awareness training.

All staff will:

- Complete safeguarding and child protection training at induction
- Undertake refresher training annually, including updates on recognising signs of abuse, reporting procedures, and understanding the school's Child Protection and Safeguarding Policy, Behaviour Policy, Staff Code of Conduct and Safeguarding response to pupils who are absent from education
- Read at least part one of KCSIE and, if they work with children or hold a management role, Annex A, and ensure that they are aware of:
 - The local early help process and their role in it
 - The process for making referrals to LA children's social care and for statutory assessments
 - The indicators of abuse, neglect and exploitation
 - Safeguarding issues that can put pupils at risk of harm
 - Child-on-child abuse, including how it can happen, the school's procedures for dealing with it and how to prevent and respond to it
 - What to do if a pupil tells them they are being abused, exploited or neglected and how to manage confidentiality
 - How to support victims of abuse, neglect and exploitation.

- Receive ongoing updates throughout the academic year via email, e-bulletins and staff meetings, including updates to safeguarding guidance and legislation and changes to the school's safeguarding policies and procedures
- Undertake at least annual cyber security training
- Undertake training in risk assessment, as relevant to their roles.

Members of the Governing Board will:

- Complete appropriate safeguarding and child protection training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding
- Undertake updated safeguarding training relevant to their strategic role, including awareness of their responsibilities under KCSIE
- Be trained on their obligations under the Human Rights Act 1998, the Equality Act 2010, and the local multi-agency safeguarding arrangements
- Receive enhanced training to effectively oversee the school's safeguarding arrangements if their role on the board has a specific safeguarding responsibility
- Ensure that at least one Governor undertakes at least annual cyber security training.

Specialist training

All staff members will receive awareness training on specific safeguarding issues and the school's procedures for dealing with them as outlined in Section 26. Specialist training will be undertaken as outlined below:

- **Safer recruitment training:**
 - Will be required for all staff members involved with the recruitment and employment of staff to work with pupils, the substance of which covers part three of KCSIE at a minimum.
- **Online safety training:**
 - It is mandatory for all staff and governors to understand the risks associated with online activity and how to educate pupils about online safety
 - Online safety training will include, amongst other aspects, understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring
 - All staff and at least one governor must undertake at least annual cybersecurity training.
- **Prevent duty training:**
 - All staff will be trained to understand their role in preventing radicalisation and extremism and how to maintain due regard to the need to prevent people from becoming terrorists or supporting terrorists.
- **Child-on-child abuse awareness:**

Staff will receive specialist training on recognising and addressing child-on-child abuse, including bullying, sexual violence, and harassment.

Training Delivery

- In line with any advice from local safeguarding partners, all staff members will receive safeguarding training during their induction and will be supported to understand the school's policies and procedures in relation to dealing with safeguarding concerns.
- Training will be delivered with due regard to the Teachers' Standards.
- Training will be delivered through a combination of face-to-face sessions, online modules, and external courses accredited by recognised safeguarding bodies.
- Records of all training, including dates, content, and attendees, will be maintained securely.

Reviewing training

- The DSL will be responsible for ensuring that all staff receive and understand appropriate training and that records are up-to-date
- The effectiveness of safeguarding training will be reviewed annually as part of the school's safeguarding audit.

Compliance

- All staff will be required to confirm that they have read and understood Part One of KCSIE and any other safeguarding guidance relevant to their role. Failure to complete mandatory training may result in disciplinary action
- This section will be reviewed annually to ensure that it aligns with current legislation and best practices in safeguarding children.

Appendix 2

Safer Recruitment and DBS Checks – Policy and Procedures

Recruitment and selection process

The recruitment steps outlined below are based on Keeping Children Safe in Education 2026. It is vital that the Governing Body and the Senior Leadership Team adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in school.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children
- Regularly work in the school at times when children are on the premises
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria. The appropriate DBS and suitability checks will be carried out for all governors, volunteers, contractors and self-employed workers.

The Governing Board will ensure that the school conducts the appropriate pre-employment checks for all prospective staff, including internal candidates and candidates who have lived or worked outside the UK.

*The DfE defines as staff any person working at the school, whether:

- Under a contract of employment [this covers every employee, no matter what sort of work they do]
- Under a contract for services [this covers self-employed people arranged and/or paid direct by the school; it does not include those in a contract for services with others, subject to the exception immediately below]
- Otherwise than under a contract [this covers self-employed people who are arranged by the school for the purposes of the school but, for example, paid direct by parents, such as some peripatetic teachers and therapists; it does not include, for example, private employees of parents permitted to enter school by agreement]. The definition does not include agency supply staff or volunteers.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, contractors and self-employed workers.

Staff Suitability

All centers providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members who work in such an environment are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a child care. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Disqualification

- When a person is disqualified the school must not employ that person. The school will notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided
- The following information will be provided as follows:
 - Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006
 - The date of the order, determination or conviction, or the date when the other ground for disqualification arose
 - The body or court which made the order, determination or conviction, and the sentence (if any) imposed
 - A certified copy of the relevant order (in relation to an order or conviction).

Referral to the DBS

- The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity
- The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended
- The school will also refer to the DBS anyone who applies for a position at the school and is clearly ineligible to work with children. The school will also refer to the TRA anyone who is dismissed or has left the school where there is consideration that, the person is not suitable to undertake teaching work.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training. We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- The skills, abilities, experience, attitude and behaviours required for the post
- The safeguarding requirements, e.g. to what extent the role will involve contact with children and will they be engaging in regulated activity relevant to children
- The school's commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the post, as per the job description and personal specification
- Whether the post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provide that when applying for certain jobs and activities, certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. The MOJ's guidance on the

Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, provides information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our Child Protection and Safeguarding Policy and our policy on the employment of ex-offenders.

Applicants should provide the following:

- Personal details, current and former names, current address and national insurance number
- Details of their present (or last) employment and reason for leaving
- Full employment history, (since leaving school, including education, employment and voluntary work) including reasons for any gaps in employment
- Qualifications, the awarding body and date of award
- Details of referees/ references
- A statement of the personal qualities and experience that the applicant believes are relevant to their suitability for the post advertised and how they meet the person specification

We will accept copies of curriculum vitae alongside an application form. Curriculum vitae on its own will not provide adequate information.

Shortlisting

Our shortlisting process will involve at least two people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the children's barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales, not the law in their country of origin or where they were convicted
 - If they are known to the police and children's social care
 - Have they been disqualified from providing child care
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true
- This information will only be requested from applicants who have been shortlisted.

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. School will inform shortlisted candidates that online searches may be done as part of due diligence checks. Copies of documents used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personnel file.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references e.g. to whom it may concern
- Not rely on applicants to obtain their references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the Headteacher/Principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference from their current employer
- Always verify any information with the person who provided the reference
- Ensure electronic references originate from a legitimate source
- Contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed
- References should be provided for previous employees upon request in a timely manner. When asked to provide references, providers should ensure the information confirms whether they are satisfied with the applicant's suitability to work with children and provide the facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold²³. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false, or malicious.

Interview and selection

When interviewing candidates, we will:

- Find out what attracted the candidate to the post being applied for and their motivation for working with children
- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Record all information considered and decisions made.

Areas that may be concerning and lead to further probing include:

- Implication that adults and children are equal
- Inadequate understanding of appropriate boundaries between adults and children
- Lack of recognition and/or understanding of the vulnerability of children
- Inappropriate idealisation of children
- Indicators of negative safeguarding behaviours.

Pre-appointment vetting checks, regulated activity and recording Information

School will record all information on the checks carried out in the School's Single Central Record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks.

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS check (including barred list information for those who will be engaging in regulated activity with children). When using the DBS update service, the school still need to obtain the original physical certificate
- Obtain a separate barred list check if they will start work in regulated activity before the DBS Certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK, including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then school should follow the advice on the [GOV.UK](https://www.gov.uk) website
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order issued by the Secretary of State if they are employed to be a teacher
- Further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, where available, these will include:
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
- We will ask for written information about previous employment history and check that information is not contradictory or incomplete
- We will seek references on all short-listed candidates, including internal candidates, before interview where possible. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Applicant moving from previous post

There is no requirement for the school to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, during a period which ended not more than three months before the person's appointment, the applicant has worked, in a school in England, in a post:

- Which brought the person regularly into contact with children or to which the person was appointed on or after 12th May 2006 and which did not bring the person regularly into contact with children or young persons, or in another institution within the further education sector in England, or in a 16-19 academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

Whilst there is no requirement to carry out an enhanced DBS check in the circumstances described above, the school will carefully consider if it would be appropriate to request one, to ensure they have up to date information. School will carry out all other relevant pre-appointment checks (see seeking references and checking employment history).

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not. Personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing for reasons of age, illness or disability.

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff (supply staff)

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors
- We will not keep copies of such checks for longer than 6 months
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances
- We will check the identity of all contractors and their staff on arrival at the school
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these

regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Visitors

- For visitors who are there in a professional capacity the school will check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers confirm that their staff have appropriate checks).

Trainee/student teachers

- Where applicants for Initial Teacher Training are salaried by us, we will ensure that all necessary checks are carried out
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children
- In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Governors

- All Governors will have an enhanced DBS check without barred list information
- They will have an enhanced DBS check with barred list information if working in regulated activity
- All Governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor)
- Associate members are appointed by the governing body to serve on one or more governing body committees. The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 which make enhanced DBS checks mandatory for maintained school governors do not apply to associate members, and so there is no requirement for them to be checked unless they also engage in regulated activity at the school.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm. We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is a regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Private fostering – LA notification when identified

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

Where the arrangements come to the attention of the school (and the school is not involved in the arrangements), they would then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Where the school is involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made. Notifications must contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

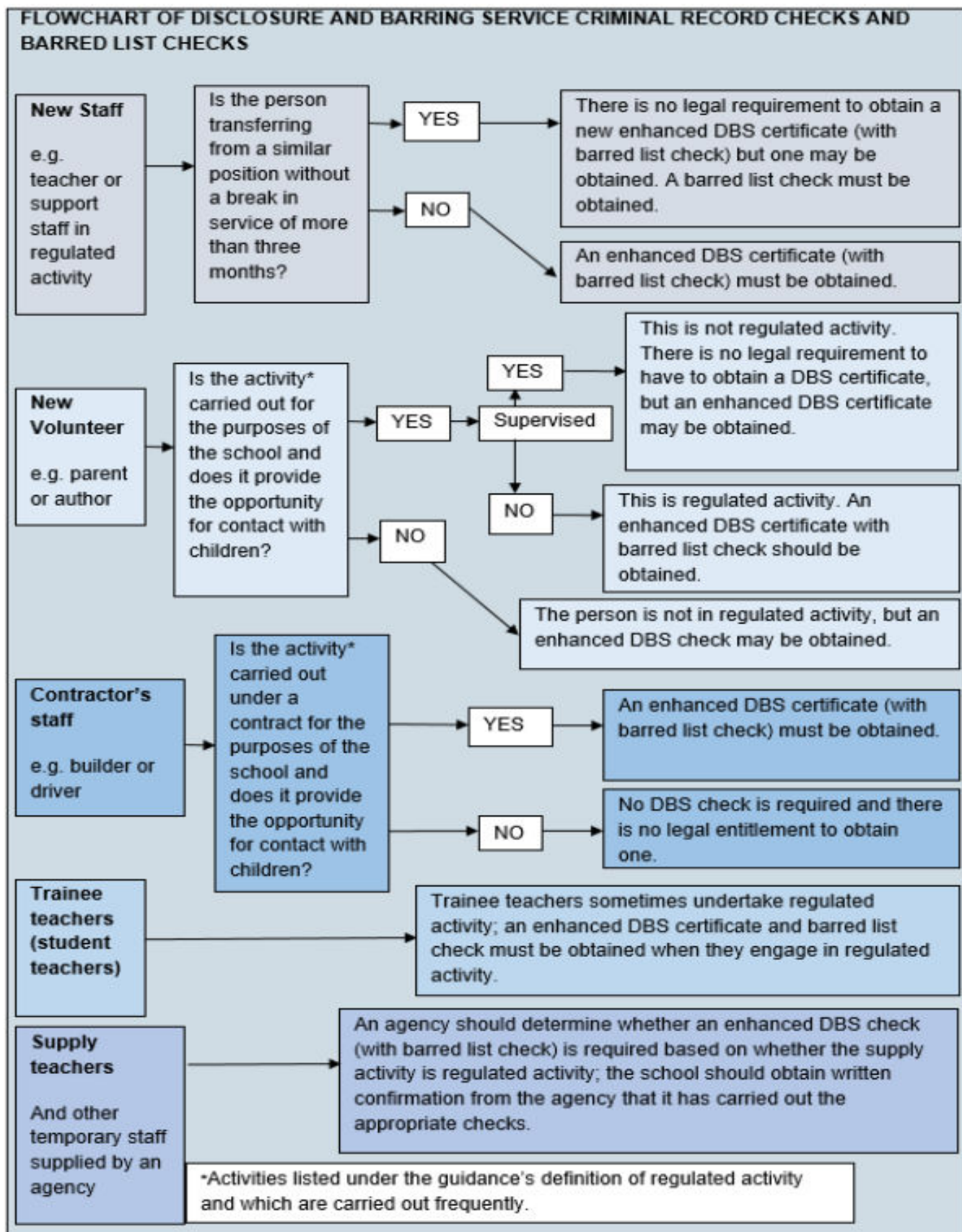
Staff taking medication/other substances

- Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice
- Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. All medication on the premises must be stored securely, and out of reach of children, at all times.

Smoking and vaping

- Smoking is not allowed in or on the premises when children are present or about to be present. Practitioners should not vape or use e-cigarettes when children are present, and providers should consider Public Health England advice on their use in public places and workplaces.

Flowchart of Disclosure and Barring Service Criminal Record Checks and Barred List Checks



Section 1: Allegations that may meet the harms threshold

This section is based on 'Section 1: Allegations that may meet the harms threshold' in part 4 of Keeping Children Safe in Education 2023.

This section of this policy applies to all cases in which it is alleged that a current member of staff (including supply staff, volunteers and contractors) has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

It applies regardless of whether the alleged abuse took place in the school. We will deal with any allegation of abuse against a member of staff, volunteer or contractor very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'Case Manager' will lead any investigation. This will be the Headteacher, or the Chair of Governors where the Headteacher is the subject of the allegation, the Case Manager will be identified at the earliest opportunity. Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.

If in doubt, the Case Manager will seek views from the School's Personnel Adviser and the Designated Officer at the Local Authority, as well as the Police and Children's Social Care where they have been involved.

Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being.

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or Chair of Governors where the Headteacher is the subject of the allegation) – the ‘Case Manager’ – will take the following steps:

- Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the Local Authority Designated Officer (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the Police and/or Children’s Social Care Services. (The Case Manager may, on occasion, consider it necessary to involve the Police before consulting the Designated Officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the Case Manager will notify the Designated Officer as soon as practicably possible after contacting the Police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the Designated Officer (and the Police or Children’s Social Care Services, where necessary). Where the Police and/or Children’s Social Care Services are involved, the Case Manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the Designated Officer, Police and/or Children’s Social Care Services, as appropriate
- Where the Case Manager is concerned about the welfare of other children in the community or the individual’s family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children’s social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Verbal confirmation of the suspension will be provided to the individual facing the allegation or concern as soon as possible followed by written consent and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the Designated Officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the Designated Officer to initiate the appropriate action in school and/or liaise with the Police and/or Children’s Social Care Services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case. Also consider what other support is appropriate e.g. welfare counselling
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with Children’s Social Care Services and/or the Police, if applicable). The Case Manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Any parent or carer who Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member) and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

As an Early Years provider, we will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made. If the school is made aware that the Secretary of State has made an Interim Prohibition Order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the Police are involved, wherever possible the school will ask the Police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Supply teachers and all contracted staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The Governing Board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Organisations or Individuals using school premises

School may receive an allegation relating to an incident that happened when an individual or organisation was using school premises for the purposes of running activities for children. As with any safeguarding allegation, the school and would follow the safeguarding policy and procedures, including informing the LADO.

Supporting those involved

Duty of care

The welfare of a child is paramount and this will be the prime concern in terms of investigating an allegation against a person in a position of trust. However, when an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject to the investigation, and potentially for their family members. It is important that the school offer appropriate welfare support such as:

- Manage and minimise the stress caused by the allegation
- Inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary
- Advise the individual to contact their trade union representative, or a colleague for support
- Appoint a named representative to keep the person informed about the progress of the case
- Provide access to counselling or medical advice where appropriate
- Not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

Parents or carers of the child or children involved should be:

- Formally told about the allegation as soon as possible. The case manager should consult the LADO and where involved, local authority children's social care and/or the police, on what information can be disclosed
- Kept informed about the progress of the case, only in relation to their child – no information can be shared regarding the staff member
- Made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in school whilst investigations are in progress as set out in section 141F of the Education Act 2002.

Timescales

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

Specific Actions

Action following a criminal investigation or prosecution

The Case Manager will discuss with the Local Authority's Designated Officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the Police and/or Children's Social Care Services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the Case Manager will consider how best to facilitate this. Guidance and advice are usually provided by HR or the LADO.

The Case Manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated, unfounded, false or malicious report

If a report is

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

Unsubstantiated, unfounded, false or malicious allegation

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it.

Confidentiality and information sharing

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Case Manager will take advice from the Local Authority's Designated Officer, Police and Children's Social Care Services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises.

Record keeping

The Case Manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file). For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)
- A declaration on whether the information will be referred to in any future reference.

In these cases, the school will provide a copy to the individual, in agreement with Children's Social Care or the Police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions.

Learning lessons

After any cases where the allegations are *substantiated*, the Case Manager will review the circumstances of the case with The Local Authority's Designated Officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, the Case Manager will consider the facts and determine whether any improvements can be made.

Non-recent allegations

Abuse can be reported, no matter how long ago it happened. We will report any non-recent allegations made by a child to the LADO in line with our Local Authority's procedures for dealing with non-recent allegations. Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

Section 2: Concerns that do not meet the harm threshold

The section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education 2023.

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Safeguarding concern or allegation from another member of staff
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority.

Examples of such behaviour could include, but are not limited to:

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

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns confidentially so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns confidentially
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system.

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff behaviour policy/code of conduct. The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though she may wish to collaborate with the DSL and Deputy DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the Designated Officer at the Local Authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the Designated Officer at the Local Authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues, which would ordinarily be included in a reference, such as misconduct or poor performance.