

Last Reviewed	By Who	Last Amended	By Who	Approved By	Next Planned Review
August 2026	Director of Education & Impact	August 2026	Director of Education & Impact	Trustees	12 months or sooner as required
Policy Applies To:					
Kisharon Noé School					

Child Protection and Safeguarding Policy

Kisharon Langdon

The Jewish Learning Disability & Autism Community

Child Protection and Safeguarding Policy

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Dr Emily Haddock	020 8455 7483 dsl@kisharonschool.org.uk emily.haddock@kisharonlangdon.org.uk
Deputy DSLs	Sophie Goldsmith Shannon Howard Kim Hennessey Katie Benson Omer Plotniarz Aimee Rhodes	020 8455 7483 dsl@kisharonschool.org.uk
Local authority designated officer (LADO)	Rob Wratten	07801992592 Rob.Wratten@Barnet.gov.uk
Safeguarding trustee	Amelia Gershuny	Amelia.Gershuny@kisharonschool.org.uk
Chair of trustees		
Channel helpline		020 7340 7264

Acronyms

Acronym	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.
	Misinformation	The unintentional spread of false or misleading content
	Disinformation	The deliberate creation and spread of false or misleading content (e.g. fake news)

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 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 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.

LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
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.
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.
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1. Aims

The school is committed to preventing all forms of child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour and the sharing of nudes or semi-nudes, whether occurring online or offline.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Academy Trust Governance Guidance](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- In line with [The Human Rights Act 1998](#), [The Equality Act 2010](#) and [The Public Sector Equality Duty \(PSED\)](#)
- Principles of the [Children's Social Care National Framework December 2023](#) are applied to the shared responsibility for upholding the policy.
- [United Nations Convention on the Rights of the Child](#) which is an international agreement that protects the rights of children and provides a child centred framework for the development of services to children.
- [Domestic Abuse Act 2021, Section 3](#) which recognises that a child is a victim of domestic abuse in their own right if they see, hear or experience the effects of domestic abuse and are related to either victim or perpetrator of the abuse, or either the victim or perpetrator of the abuse has parental responsibility for that child. Under section 3 of the Domestic Abuse Act 2021, a child is recognised as a victim of domestic abuse in their own right where they see, hear or experience the effects of domestic abuse and are related to the person experiencing or perpetrating the abuse, or where either person has parental responsibility for the child. The child does not need to be the direct target of the abusive behaviour to be considered a victim.
- [DfE's Meeting Digital and Technology Standards in Schools and Colleges](#) which supports schools use of the right digital infrastructure and technology and supports to make more informed decisions about technology leading to safer, more cost-efficient practices and new learning opportunities for students.
- [Working Together to Improve School Attendance \(2024\)](#) which sets out statutory expectations and practical strategies for schools, local authorities, and partners to collaboratively improve pupil attendance and address absence.

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- 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.
- Taking action to enable all pupils to have the best outcomes.

Children refers to anyone under the age of 18.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm, including where they see, hear or experience its effects in relation to domestic abuse. Appendix 1 explains the different types of abuse.

Child-on-child abuse includes physical abuse, emotional abuse, sexual harassment, sexual violence, coercive control, bullying, initiation violence, and the consensual and non-consensual sharing of nudes and semi-nudes. All incidents will be addressed under the procedures set out in this policy.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Consent is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, 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 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.

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
- 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.

Upskirting refers to the act, as identified in 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.

Consensual and non-consensual sharing of nude and semi-nude images and/or videos, is defined as the sharing between pupils of sexually explicit content, 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

Sharing of nudes and semi-nudes is where children share nude or semi-nude images, videos or live streams.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10) who are 3 times more likely to be abused than their peers. Abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated

5. 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 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will complete a quiz and sign a declaration at the beginning of each academic year to say that they have reviewed the guidance. SLT review the quiz to check staff have understood the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff handbook, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation and that children are at risk of harm inside and outside their home, at school and online.
- How successful outcomes depend on a strong partnership between parents/carers and practitioners working together. Appendix 5 outlines in more detail how staff should approach this.
- Take a child centred approach to safeguarding and meeting the needs of families which is fundamental to safeguarding and promoting the welfare of children. Appendix 5 outlines in more detail how staff should approach this.
- Speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families and the people who know them best.
- Provide those who may find it difficult to share their needs with ways to support this dialogue.
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The importance of reassuring victims that they are safe but cannot guarantee secrecy, Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.
- An expectation to share any concerns about the conduct of adults working with children, including low-level concerns that do not meet the harm threshold, as outlined in Appendix 3. This promotes a culture of openness and transparency.
- To share concerns in a timely manner, for example, sharing concerns immediately with the DSL if there is a risk of harm to a child or reporting on-the-day via databridge.
- Will have a strong multi agency and multi disciplinary approach to identifying and responding to the needs of children and families expectations are set out in Working Together to Safeguard Children 2023 as follows:
 - ❖ Collaborate: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided

- ❖ Learn: practitioners learn together by drawing on the best available evidence from their individual fields and sharing their diverse perspectives during regular shared reflection on a child's development, experiences, and outcomes
 - ❖ Resource: practitioners build strong relationships across agencies and disciplines to ensure they support and protect the children with whom they work
 - ❖ Include: practitioners recognise the differences between, and are confident to respond to, circumstances where children experience adversity due to economic and social circumstances and acute family stress, and situations where children face harm due to parental abuse and neglect
 - ❖ Mutual challenge: practitioners challenge themselves and each other, question each other's assumptions, and seek to resolve differences of opinion in a restorative and respectful way Collaborate: practitioners working with the same child and family share information to get a complete picture of what life is like for the child. Collectively, they ensure the child's voice is at the centre and the right support is provided
- Attend and engage with mandatory training, as detailed in 23.1

5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours staff can email or contact Barnet's safeguarding team directly.

When the DSL is absent, one of the deputies will act as cover.

When the Designated Safeguarding Lead (DSL) is unavailable, a named Deputy DSL will provide cover and monitor the DSL inbox. There will always be a named Deputy DSL responsible for monitoring the inbox and responding to safeguarding concerns.

The DSL will have:

- a good understanding of harmful sexual behaviour
- discuss the local response to sexual violence and sexual harassment with the 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
- Take a child centred approach to safeguarding, speak to the child, listen to what they say, observe their behaviour, take their views seriously and work with them and their families and the people who know them best when deciding how best to support their needs.
- Ensure the school's filtering and monitoring systems meet the Department for Education's *Filtering and Monitoring Standards (2023)*. This includes completing regular risk assessments, ensuring staff understand alerts and reporting mechanisms, and reviewing system effectiveness annually. Findings will be reported to the governing board.
- Monitor patterns of absence as potential safeguarding indicators and work with the attendance lead to identify children at risk of harm due to poor attendance.
- (A DSL who is a middle or senior leader will have) strong multi agency and multi disciplinary approach to identifying and responding to the needs of children and families expectations are set out in Working Together to Safeguard Children 2023 as follows:
 - ❖ Collaborate: decisions are based on a shared practice approach and constructive debate and analysis of information from all services
 - ❖ Learn: managers ensure their teams have time to engage in peer learning and knowledge exchange, peer audit, group supervision and observation

- ❖ Resource: managers ensure children receive the holistic support they need, drawing in expertise from a wide range of agencies
- ❖ Include: managers support staff to identify and challenge discrimination, disparity, and negative stereotypes
- ❖ Mutual challenge: constructive challenge within and across agencies and disciplines is actively encouraged, independent judgements are valued and given space alongside collective decision-making to avoid groupthink
- A DSL who is a strategic leader will have strong multi agency and multidisciplinary approach to identifying and responding to the needs of children and families expectations are set out in Working Together to Safeguard Children 2023 as follows:
 - ❖ Collaborate: leaders develop a shared vision for how their services work together to deliver shared goals
 - ❖ Learn: leaders use evidence from direct practice in their area so that they know and can evaluate what is and isn't working well for children and families
 - ❖ Resource: leaders are ambitious about helping, supporting, and protecting children in their area and jointly prioritise and share resources accordingly
 - ❖ Include: leaders create an inclusive culture where diversity is understood, and multi-agency and multi-disciplinary working is celebrated
 - ❖ Mutual challenge: leaders hold each other and their teams to account and are held to account by their teams for the quality of the partnership working

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

- Provide advice and support to other staff on child welfare 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
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- take responsibility for understanding the filtering and monitoring systems and processes in place

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputy are set out in their job description.

5.3 The trustees board

The trustees board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Appoint a senior board level (or equivalent) lead or link trustees to monitor the effectiveness of this policy in conjunction with the full trustees board. This is always a different person from the DSL

The chair of trustees, or someone whom they have appointed, will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All trustees will read Keeping Children Safe in Education in its entirety.

Section 15 of this policy has information on how trustees are supported to fulfil their role.

5.4 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/carers 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
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting or appointing a 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5.6 Multi Agency and Safeguarding Partners

Many local organisations have a duty to ensure their functions are discharged having regard to safeguarding children and work together through Multi Agency Safeguarding Arrangements (MASA). Robust MASA's help ensure information is shared about a child and their family effectively. The safeguarding partners are responsible and accountable for this in their local area. Statutory safeguarding partners are defined by Children Act 2004 as:

- The Local Authority - Barnet
- An Integrated Care Board - North Central London Integrated Care System
- The Chief Police Officer - Colindale

They have joint responsibility to:

- Work together as a team to safeguard and promote the welfare of all children in a local area
- Include and develop the role of wider local organisations and agencies in the process.

Within the 3 bodies there will be a named Lead Safeguarding Partner (LSP) they are able to:

- Speak with authority for the safeguarding partner they represent
- Take decisions on behalf of their organisation or agency and commit them on policy, resourcing, and practice matters
- Hold their own organisation or agency to account on how effectively they participate and implement the local arrangements

They are jointly responsible for ensuring the proper involvement of and oversight of all relevant agencies.

Safeguarding partners are responsible for ensuring that there are arrangements for effective independent scrutiny in the local areas. These should drive continuous improvement and provide assurance that arrangements for safeguarding children are effective.

5.7 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.

6. Three-tier response ladder: internal response, Early Help, and Family Help

Early support means identifying and responding to emerging needs as soon as possible, at any point in a child's life. The school will use its regular contact with pupils and families to recognise concerns promptly, provide appropriate support and help every pupil access full-time education wherever possible.

The school will follow a graduated three-tier response:

1. Internal school response
2. Universal and community-based Early Help
3. Family Help, including targeted Early Help and local authority children's social care

The appropriate response will be determined by the pupil's needs, the level of risk and the local safeguarding partnership's published threshold criteria. The tiers are not mutually exclusive. The school may continue providing internal support alongside Early Help or Family Help.

Tier 1: internal school response

Where a pupil's needs can be addressed safely within school, the DSL or an appropriate member of staff will coordinate an internal response. This may include:

- Pastoral support
- Support from the SENCO, therapists or other members of the multidisciplinary team
- Reasonable adjustments and additional educational support
- Attendance support
- Support with emotional regulation, communication or relationships
- Work with parents or carers
- Support through the behaviour, relationships or anti-bullying procedures

The pupil's needs, agreed actions and progress will be recorded and reviewed. If internal support is not improving the pupil's circumstances, or concerns increase, the DSL will consider community-based Early Help, Family Help or a referral to local authority children's social care.

Tier 2: universal and community-based Early Help

Where a pupil or family would benefit from support beyond the school's internal provision but does not require targeted or statutory services, the DSL may seek support through universal services and community-based Early Help.

Community-based Early Help is a system of support delivered by local authorities and partner organisations. It may include:

- Education and health services
- Best Start Family Hubs
- Voluntary and community organisations
- Youth services
- After-school provision
- Housing support
- Other locally available family services

Early Help is generally voluntary and consent-based. The DSL will ensure that the child and family understand the purpose of the support, what information may be shared, the boundaries of confidentiality and the potential benefits of agencies working together.

The DSL and Deputy DSLs will be familiar with the local Early Help process, the local safeguarding partnership's threshold document and how to access available services.

The school may provide internal support at the same time as engaging community-based Early Help.

Tier 3: Family Help

Some children and families require more targeted or coordinated support than universal and community-based Early Help can provide. In these circumstances, the DSL will consider a referral to Family Help.

Family Help includes:

- Targeted Early Help coordinated by the local authority or its partners
- Support and services provided to children in need under section 17 of the Children Act 1989

Targeted Early Help may be appropriate where a child or family has multiple or complex needs. Support may include parenting support, mental health services, youth services, youth offending services, housing assistance and employment support. Targeted Early Help is voluntary and requires the family's consent.

Where a child has been harmed, is at risk of harm or is in immediate danger, the DSL will make a referral to local authority children's social care. If a child is in immediate danger, the police will also be contacted.

Parents or carers will usually be informed before a referral is made, unless doing so may place the child at additional risk, interfere with a criminal investigation or otherwise undermine the child's safety. Any decision not to inform parents or carers will be made with advice from local authority children's social care where practicable and will be clearly recorded.

The school will not wait for a local authority assessment or investigation to begin or conclude before taking action to protect the child and any other children who may be at risk. The DSL or Deputy DSL will work closely with children's social care and other agencies to ensure that the school's actions support, and do not compromise, any statutory investigation.

Where children's social care determines that statutory intervention is not required, the DSL will consider whether Family Help, community-based Early Help, specialist services or continued internal support should be provided. The DSL will make a further referral if concerns persist, circumstances change or the child remains at risk.

Children who may benefit from support

Any pupil may benefit from early support. Staff will be particularly alert to pupils who:

- Have a disability, particular health condition or additional need
- Have special educational needs or disabilities, whether or not they have an EHC plan
- Are experiencing mental ill health
- Are young carers
- Show signs of involvement in antisocial or criminal behaviour, gangs, organised crime or county lines
- Are frequently missing from home or care
- Are at risk of modern slavery, trafficking, or sexual, criminal or financial exploitation
- Are at risk of radicalisation
- Have a family member in custody or are affected by parental offending
- Live in circumstances involving substance misuse, adult mental ill health or domestic abuse
- Are misusing drugs or alcohol
- Are at risk of so-called honour-based abuse, including FGM or forced marriage
- Are privately fostered
- Have experienced repeated suspensions or are at risk of permanent exclusion

- Have recently returned to their family from care
- Are bereaved
- Are accessing harmful or inappropriate online content or developing unsafe relationships online
- Are missing education, persistently absent or not receiving full-time education

This list is not exhaustive. Staff must remain alert to all indicators of abuse, neglect, exploitation and modern slavery, exercise professional curiosity and report concerns promptly to the DSL or a Deputy DSL.

Assessment, coordination and review

The DSL will lead the school's response where Early Help or Family Help may be appropriate. This includes:

- Assessing the pupil's needs and level of risk
- Consulting the local threshold document
- Discussing support with the pupil and their parents or carers, where appropriate
- Liaising with relevant agencies
- Supporting or initiating an Early Help assessment
- Contributing to Family Help or statutory assessments
- Acting as the lead practitioner where appropriate
- Recording decisions, actions and their rationale
- Reviewing whether support is improving the child's circumstances

All cases will be kept under regular review. Where support is not effective, needs become more complex or risks increase, the DSL will escalate the response in accordance with local safeguarding procedures.

7. Confidentiality

You should note that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they must speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

8. Recognising abuse and taking action

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

8.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make an immediate referral to local authority children’s social care where a child has been harmed, is at risk of harm or is in immediate danger. Where a child is in immediate danger, or a crime may have been committed, contact the police immediately. **Anyone can make a referral.**

Do not wait for the outcome, or even the start, of a children’s social care assessment or investigation before taking action to protect the child and any other children who may be at risk. Immediate safeguarding measures must be put in place, while ensuring that these actions do not compromise any statutory or criminal investigation.

Tell the DSL or a Deputy DSL as soon as possible if you make a referral directly. Record the concern, referral, decisions and actions taken on Databridge, the school’s safeguarding monitoring and reporting system.

A referral to the relevant local authority can also be made through the government’s online reporting service:

[Report child abuse to a local council](#)

8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Use TED questions (open-ended, non-leading, and effective communication prompts that stand for Tell me..., Explain..., and Describe)
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

8.3 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving 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. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

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

Should immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. This will also include potentially taking disciplinary action against alleged perpetrator(s).

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

8.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Figure 1 below, before section 7.7, illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0800 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

8.5 Referral

If you have a concern about a child or a member of staff, in the first instance it should be logged on Databridge so that there is a robust record of the concern and action taken. If there is an immediate concern about the safety of the child or young person you must ensure that you speak directly to the DSL so that they can ensure the child's safety immediately.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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.

8.6 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and trustees can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8.7 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

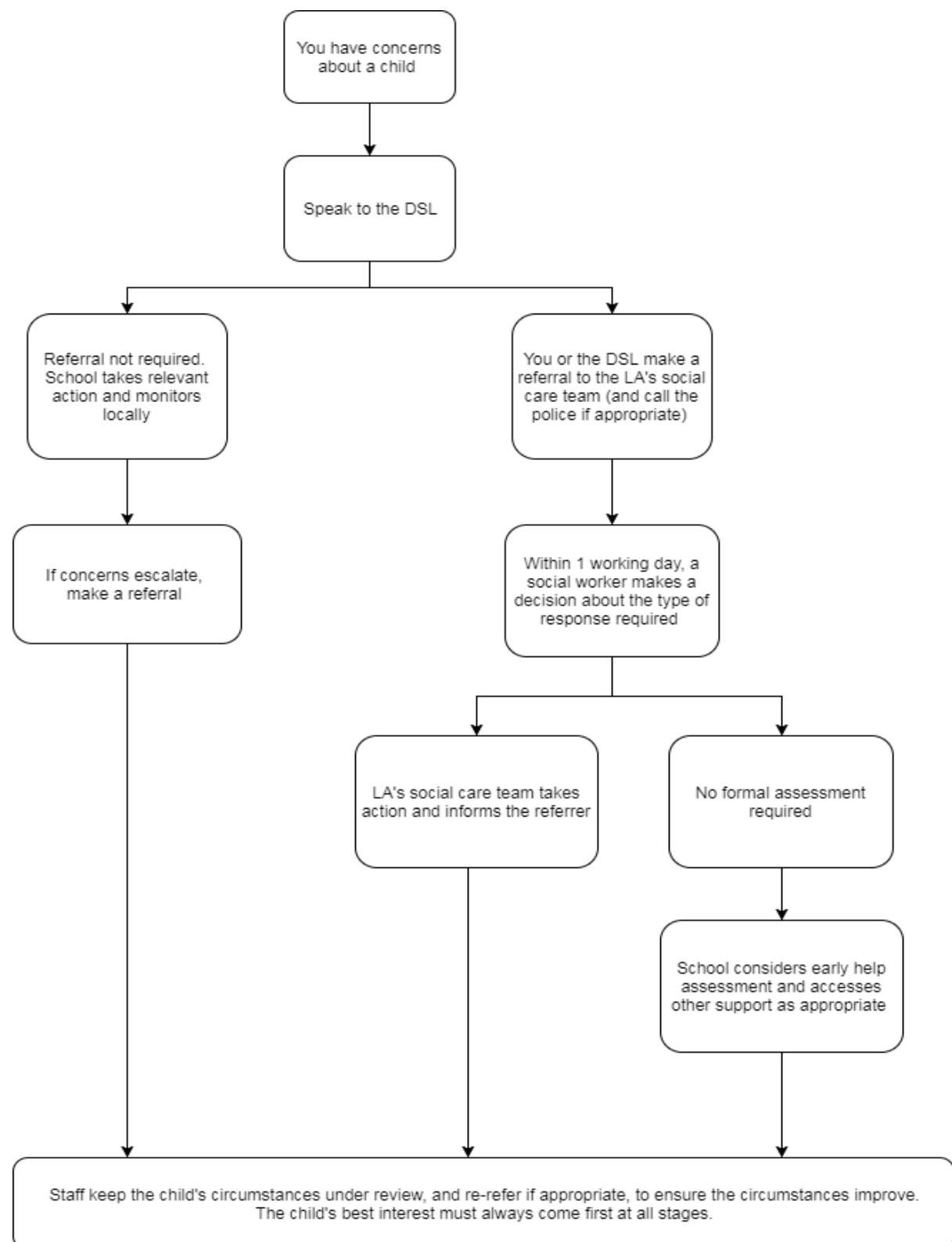
If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree on a course of action.

Early help may include seeking the advice of the therapy team, as well as escalating and referring to our educational psychology support.

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. See section 7.4 for what to do.)



8.8 Concerns about a staff member, supply teacher, volunteer or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher or DSL as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of trustees.

The headteacher/chair of trustees, or someone they have appointed, will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the Director of Education & Impact or local authority designated officer (LADO).

The school will also consult the local authority designated officer (LADO) if in any doubt as to whether a concern meets the harm threshold.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

All staff are entitled to feel safe, supported, and protected when raising safeguarding concerns. Where a member of staff has concerns about unsafe practice, poor conduct, or potential safeguarding failures, they are expected to report these immediately in line with this Safeguarding Policy. Any concerns raised in good faith will be taken seriously, investigated appropriately, and managed sensitively. Staff who disclose safeguarding concerns will be protected under the organisation's Whistleblowing Policy, which provides clear procedures for reporting concerns and ensures that individuals are not subjected to victimisation, discrimination, or disciplinary action as a result of making a genuine disclosure.

The organisation is committed to promoting a culture of openness, accountability, and professional responsibility, where safeguarding is everyone's duty and staff are confident to speak up without fear.

8.9 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix 4 for more information about child-on-child abuse.

8.10 Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- Support will be offered to victims, perpetrators and any other children affected.

8.11 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:

- Acknowledge school's responsibility to play a crucial role in preventative education, and the policies and systems that will underpin this
- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, 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 (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- 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 child-on-child 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 some children may not feel ready or know how to talk about abuse, not recognise their experiences as harmful, or feel embarrassed, humiliated or threatened but that this should not stop staff from having a ‘professional curiosity’ and speaking to the DSL if they have concerns about a child

8.12 Sharing of nudes and semi-nudes

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

8.13 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

8.14 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

8.15 Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

8.16 Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialing 101.

8.17 Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

8.18 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE and PSHE curriculum and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

The curriculum promotes digital literacy and online resilience by teaching pupils to think critically about digital information, identify manipulation or false content, and engage safely with AI and online technologies.

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

8.19 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

We use Databridge to report any safeguarding concerns in written form.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems Databridge are well promoted, easily understood and easily accessible for pupils

- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Pupils can report to any member of staff, and all staff are trained in dealing with disclosures of sexual instances
- Pupils are made aware of the reporting systems and processes through discussion in Kisharon Noe's relationship/sex education curriculum
- Pupils will be reassured and ensured that they feel safe following submitting any concerns

9. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Kisharon uses the Netsweeper nFilter web content filtering licence installed across the entire network and wi-fi. The software has been installed on all devices owned by the school. The cloud based software allows us to protect our staff and students against inappropriate content and harmful websites through monitoring, reporting and filtering content across all devices. This is monitored by our third party Information Technology company who have a duty of care to test, update and report any concerns to Senior Leadership.

Kisharon school also has the Securus monitoring and safeguarding software. This software monitors staff and students internet activity by having 25+ categories of concern contain extensive safeguarding words & phrases to detect incidents such as cyber-bullying, racism, drugs, mental health issues such as suicide and self-harm, radicalisation, sexual abuse, grooming, gambling plus many more risks. If someone enters an inappropriate website, a screenshot is automatically taken and a report is sent to the cloud based dashboard containing information such as a link, time, date and person logged in. This is monitored by Securus who will update the headteacher and the team if any online safeguarding concerns are raised.

The DSL is responsible for ensuring that the school's filtering and monitoring systems meet the *Department for Education's Filtering and Monitoring Standards (2023)*. This includes maintaining an up-to-date risk assessment, overseeing system testing, and ensuring staff understand their responsibilities for identifying and responding to alerts or reports generated through monitoring software. The DSL will review the effectiveness of filtering and monitoring annually and report outcomes to the governing board.

No students have access to the school wi-fi.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

In addition to this the following risks are considered:

Artificial Intelligence (AI)–related online risks

The school recognises emerging risks from artificial intelligence technologies, including the creation and circulation of *deepfake* images or videos, AI-generated grooming, and online hoaxes.

Misinformation, Disinformation, and Online Conspiracy Theories

The school recognises the growing risks posed by misinformation and disinformation online, including the spread of fake news, conspiracy theories, and other manipulative content designed to influence beliefs or behaviour.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Strong pastoral support systems; our small class sizes means that all children have access to a key worker which ensures that any issues are identified and dealt with quickly.
- Educate parents/carers about online safety via communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety and will regularly reinforce the importance of online safety when communicating with parents.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems, as set out in [DfE Guidance for Filtering and Monitoring in Schools](#)
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

- The school will consider public transport as a potentially vulnerable place which will require extra vigilance
- Staff will remain alert to the risks of AI, Misinformation, Disinformation and Harmful Content, and pupils will be educated through computing and PSHE curricula to evaluate and question online material, identify manipulated or AI-generated content, and seek support when concerned.
- Pupils will be supported to think critically about digital content, recognise bias or manipulation, and understand the potential safeguarding impacts where misinformation is linked to radicalisation, exploitation, or harm.
- School will provide online safety training for staff and students

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website.

10. Notifying parents or 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 or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers 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 or carers of all the children involved.

11. Pupils with special educational needs, disabilities or health issues

We recognise that Kisharon Noe pupils who have special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

12. Pupils with a social worker

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

In line with *KCSIE 2026*, the DSL will ensure that the involvement of a social worker is considered when making safeguarding and pastoral decisions. Information from social care will be used to shape appropriate support, risk assessments, and interventions. The DSL will ensure these pupils are prioritised for early help, attendance monitoring, and additional pastoral provision.

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, the Assistant Head of Pastoral, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

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
- Understand the role of the virtual school head as strategic leaders who promote the educational outcomes of children with a social worker.

14. LGBTQ+ pupils

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 may be targeted by other individuals. 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.

15. Pupils requiring mental health support

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. The DSL will ensure safeguarding and mental health are considered together when assessing need, referring to appropriate internal and external agencies for support.

16. Use of the school premises for non-school activities

Where the governing board hires or 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 out-of-school settings in these circumstances.

Where the governing board 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 governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board 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. 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 should have completed their own safeguarding training and ensure that they 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. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

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 makes 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. Complaints and concerns about school safeguarding policies

21.1 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).

21.2 Other complaints

All other complaints will be dealt with via the school's complaints policy.

22. Record-keeping

We will hold records in line with our records retention schedule.

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.

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
- The date and author

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily 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 for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

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. 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.

Kisharon Noe's safeguarding records are all electronic and held on Databridge cloud-based servers.

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

23. Training

23.1 All staff

All staff members will undertake annual safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or exploitation.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, **Prevent**, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings); they will also receive training on their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- 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.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

Volunteers will receive appropriate training, if applicable.

23.2 The DSL and deputy

The DSL and deputy will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

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 multi-agency partners.
- 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.
- 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.
- online safety, including the additional risks faced online by pupils with SEND.

23.3 Trustees

All trustees receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of trustees, or someone they appoint, 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.

All trustees receive regular safeguarding training to ensure they have the knowledge, confidence, and oversight required to fulfil their statutory and strategic responsibilities. This includes understanding safeguarding legislation and guidance, recognising safeguarding risks, scrutinising safeguarding practice effectively, and ensuring that robust systems are in place to protect children and young people. Trustees maintain an active role in monitoring safeguarding arrangements, holding senior leaders to account, and ensuring safeguarding remains a core priority within governance.

In addition, the Chair of Trustees, or a trustee nominated by them, may be required to act as the 'case manager' where an allegation of abuse is made against the headteacher. They will therefore receive specific training in managing allegations, including liaising with the Local Authority Designated Officer (LADO), ensuring appropriate procedures are followed, maintaining confidentiality, and supporting fair, timely, and proportionate decision-making throughout the process.

24. Safer recruitment

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

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 governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

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

24.1 Staff suitability

All centres 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 are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. 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.

24.2 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.

24.3 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.

25. Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- 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

- A section 128 check for those in management positions

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 (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) 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 any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess 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 once they no longer work at the school.

26. Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

27. Monitoring arrangements

This policy will be reviewed **annually** by Nahva Rose, Trustee. At every review, it will be approved by the full trustee board.

28. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff handbook
- Complaints
- Health and safety
- Attendance
- Online safety
- Mobile phone use
- Equality
- Relationships and sex education
- First aid
- Curriculum
- Designated teacher for looked-after and previously looked-after children

- Privacy notices

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2026.

Appendix 1: types of abuse

Abuse, neglect, exploitation and modern slavery are rarely standalone safeguarding issues and cannot usually be covered by a single definition or label. In most cases, multiple issues overlap. Children may be at risk of harm inside or outside their home, within or outside school, and online.

Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include non-physical ill-treatment and the impact of witnessing the ill-treatment of others. This is particularly relevant to children who see, hear or experience the effects of domestic abuse.

Abuse may take place within a family or in an institutional or community setting. It may be perpetrated by someone known to the child or, more rarely, by someone unknown to them. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or more adults or by another child or children. Children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse.

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child which causes severe and adverse effects on the child's emotional development. It may involve:

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person
- Verbal abuse, including persistent criticism, belittling or name-calling
- Not giving a child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate
- Imposing age or developmentally inappropriate expectations, including interactions beyond the child's developmental capability
- Overprotection, limiting exploration and learning, or preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another person
- Serious bullying, including cyberbullying, which causes a child frequently to feel frightened or in danger
- Exploiting or corrupting a child

Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not violence is involved and whether or not the child understands what is happening. It may involve:

- Physical contact, including assault by penetration, such as rape or penetration with an object, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing
- Non-contact activities, including involving children in looking at or producing sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse

Sexual abuse can take place online, and technology may be used to facilitate offline abuse. It is not solely perpetrated by adult males. Women can also commit sexual abuse, as can other children. Sexual abuse committed by one child against another is a specific safeguarding issue.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example because of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of appropriate caregivers
- Ensure access to appropriate medical care or treatment

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

Domestic abuse can encompass a wide range of behaviours and may consist of a single incident or a pattern of incidents. It may include psychological, physical, sexual, financial or emotional abuse. Children can be victims of domestic abuse in their own right. They may see, hear or experience the effects of abuse at home, or experience abuse within their own intimate relationships, sometimes referred to as teenage relationship abuse. Domestic abuse can have a detrimental and long-term effect on a child's health, wellbeing and ability to learn.

Domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse.

Child-to-parent or caregiver abuse refers to harmful or abusive behaviour by a child towards a parent, caregiver or another family member. It may include physical, emotional, psychological or financial abuse, threatening behaviour, intimidation, coercion or controlling behaviour. Concerns relating to this form of abuse must be treated as safeguarding concerns for everyone involved, including the child displaying the behaviour.

Child criminal exploitation is a form of abuse in which an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity. It may involve an exchange for something the child needs or wants, financial advantage or increased status for the perpetrator or facilitator, or violence or threats of violence.

Child criminal exploitation may be committed or facilitated by an organised network or gang, and the child may identify as belonging to that group. It can affect children of any sex and may include children being moved or trafficked for the purpose of exploitation.

Forms of child criminal exploitation may include children being forced or manipulated into:

- Transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Threatening or committing serious violence
- Carrying weapons

Children may be trapped through violence, threats against themselves or their families, coercion or debt. A child may carry a weapon because they have been coerced to do so or because they believe it is necessary to protect themselves.

A child cannot consent to exploitation, abuse or trafficking. Children affected by criminal exploitation must have their vulnerabilities recognised and be treated as victims, including where they do not recognise that they are being exploited, identify with the network or gang, or have committed offences while being coerced.

Child criminal exploitation may overlap with child sexual exploitation, financial exploitation, trafficking and modern slavery. Where CCE or CSE is suspected, staff must report the concern immediately to the DSL or a Deputy DSL.

The DSL will:

- Follow the school's standard child protection procedures and consider an immediate referral to local authority children's social care
- Contact the police where a crime may have been committed or a child is in immediate danger
- Consider whether the circumstances may constitute trafficking or modern slavery
- Consider making a referral through the National Referral Mechanism alongside the child protection referral
- Seek advice from relevant safeguarding partners and specialist services where appropriate

A National Referral Mechanism referral does not replace a referral to children's social care or any immediate action required to protect the child and others.

Modern slavery and financial exploitation encompass forms of exploitation including sexual exploitation, criminal and financial exploitation, human trafficking, slavery, servitude and forced or compulsory labour. Exploitation may include forced labour, forced criminality, debt-based coercion and the removal of organs.

Child criminal or sexual exploitation may involve trafficking and constitute modern slavery. Where staff suspect that a child is experiencing exploitation, trafficking or modern slavery, they must immediately report their concerns to the DSL or a Deputy DSL. Relevant child protection procedures must be followed, including consideration of a referral through the National Referral Mechanism.

Appendix 2: safer recruitment and DBS checks – policy and procedures

Recruitment and selection process

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate 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:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

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

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- Involve carrying out an online search on shortlisted candidates

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 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
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

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

- 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 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 they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We 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 certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- 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. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: criminal records checks for overseas applicants
 - For teaching positions: obtaining a letter confirming that they have not imposed any sanctions or restrictions, and/or are aware of any reason why that person may be

unsuitable to teach from the professional regulating authority in the country where the applicant has worked

- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

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.

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

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
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) 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

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.

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

Trustees

All trustees 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.

The chair of the trustees will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

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 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.

Appendix 3: managing allegations of abuse made against staff

Section 1: allegations that may meet the harm threshold

This section applies to allegations concerning anyone working in or on behalf of the school, whether employed directly or not. This includes:

- Members of staff
- Trainee teachers
- Supply teachers
- Volunteers
- Contractors and agency staff

An allegation may meet the harm threshold where a person has:

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

Any allegation or safeguarding concern involving a trainee teacher must be reported immediately to the Headteacher. Staff must not investigate the matter, question witnesses or approach the trainee teacher before reporting it.

The Headteacher will act as case manager and undertake only those initial enquiries necessary to establish the basic facts. The Headteacher will consider whether the allegation may meet the harm threshold and whether a referral to, or consultation with, the Local Authority Designated Officer (LADO) is required.

Where the allegation concerns the Headteacher, it must be reported directly to the Chair of Trustees, without first informing the Headteacher. The Chair of Trustees will act as case manager and consider referral to the LADO.

All allegations will be managed promptly, fairly and consistently, providing effective protection for children while supporting the person who is the subject of the allegation.

Suspension of the accused until the case is resolved

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 there 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/carers have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

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.

The DSL will work closely with the police if there are delays in the criminal process.

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 made

Procedure for dealing with allegations

When an allegation is made against a member of staff, trainee teacher, supply teacher, volunteer, contractor or agency worker:

1. The allegation must be reported immediately to the Headteacher. If the allegation concerns the Headteacher, it must be reported to the Chair of Trustees.
2. The Headteacher or Chair of Trustees will act as case manager and make basic enquiries to establish the facts. They will not undertake a full investigation or interview witnesses at this stage.
3. The case manager will consider whether the allegation may meet the harm threshold and whether consultation with, or referral to, the LADO is required.
4. Where the harm threshold may be met, the case manager will contact the LADO without delay and before beginning an internal investigation.
5. The case manager will agree the next steps with the LADO, including whether the police, children's social care, the person's employer, an employment agency or a teacher-training provider should be involved.
6. The person who is the subject of the allegation will be informed as soon as possible, subject to any restrictions agreed with the LADO, police or children's social care.
7. The school will consider appropriate arrangements to safeguard children while enquiries take place. Suspension will not be automatic and will be considered only where there is no suitable alternative.
8. All decisions, actions, advice received and reasons for the agreed course of action will be recorded.

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.

Additional considerations for trainee teachers, supply teachers and contracted staff

Where an allegation concerns a trainee teacher placed at the school, the school's usual allegations-management procedure applies in full.

The Headteacher will:

- Receive and consider the allegation
- Gather the basic facts without undertaking a full investigation
- Consider whether consultation with, or referral to, the LADO is required
- Inform and work closely with the trainee teacher's training provider, subject to any advice or restrictions imposed by the LADO, police or children's social care
- Ensure that the training provider is involved in relevant meetings and kept appropriately informed
- Agree with the training provider who will undertake any disciplinary, placement or fitness-to-train action

The school remains responsible for gathering the facts and managing the safeguarding process. The teacher-training provider is expected to follow the same procedures that apply to employment agencies and will usually lead on any disciplinary, placement or fitness-to-train action.

The school will not end a trainee teacher's placement, or stop using a supply teacher or contracted worker, solely because of a safeguarding allegation without establishing the facts and liaising with the LADO to determine an appropriate outcome.

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.

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 reports

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 allegations

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 LADO, 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, decisions reached and the outcome
- 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

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
- Pre-employment vetting checks
- Safeguarding concern or allegation from another member of staff

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 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 as per section 7.7 of this policy
- Empowering staff to self-refer via Databridge
- 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

Staff should be able to share low-level concerns confidentially. If the concern is raised via a third party, the headteacher, or someone they have appointed, 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 work together with the DSL to use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct and the advice from Keeping Children Safe in Education - [Developing and implementing a low-level concerns policy: A guide for organisations which work with children](#)

The headteacher will be the ultimate decision-maker when it comes to low-level concerns, but that they may wish to collaborate with the 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:

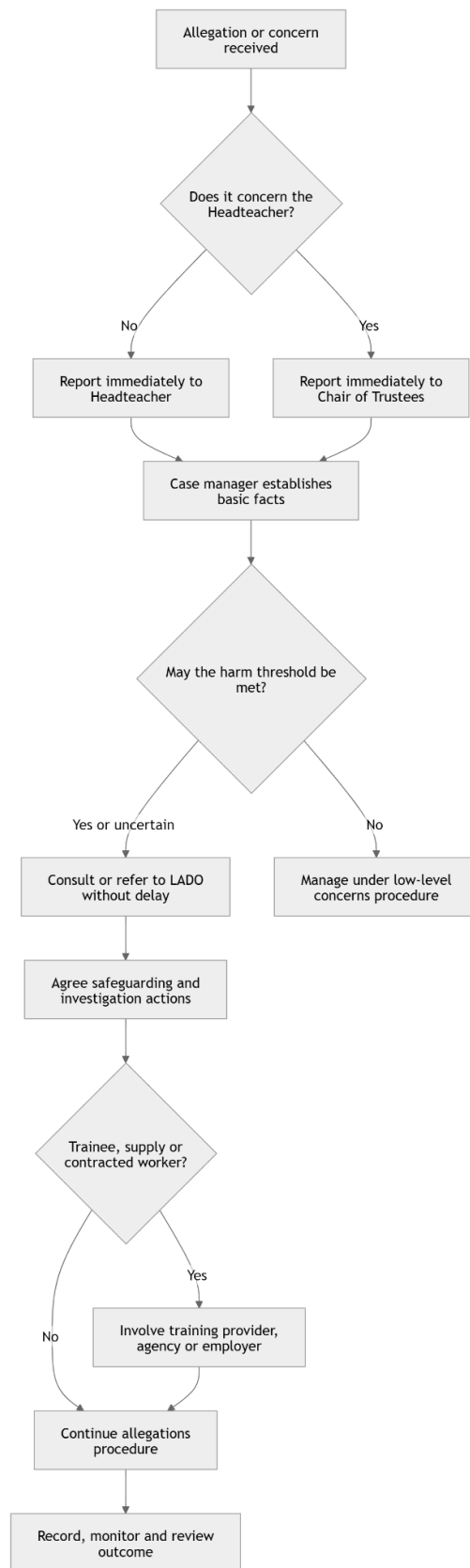
- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary 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



Appendix 4: specific safeguarding issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse neglect or exploitation, such as sexual abuse or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat 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 can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or 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 can be exploited even when the activity appears to be 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 can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, 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.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may consist of a single incident or a pattern of incidents. It may include psychological, physical, sexual, financial or emotional abuse, as well as coercive or controlling behaviour.

Children can be victims of domestic abuse in their own right. They may see, hear or experience the effects of abuse within their home, experience abuse from a family member or experience domestic abuse within their own intimate relationships. In some cases, a child may blame themselves for the abuse or may have to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child-to-parent or caregiver abuse. Anyone can experience domestic abuse, regardless of sex, gender, age, ethnicity, socioeconomic status, sexuality or background. Domestic abuse can occur inside or outside the home and may also take place online.

Teenage relationship abuse may include:

- Physical abuse or violence
- Sexual abuse, violence or harassment
- Emotional or psychological abuse
- Stalking, including online or technology-assisted stalking
- Coercive or controlling behaviour
- Criminal exploitation, including financial exploitation
- Threats, intimidation, isolation or monitoring

Abuse within a child's intimate relationship may be overlooked or incorrectly interpreted as ordinary relationship conflict. Staff must take concerns seriously and remain alert to controlling, exploitative or harmful behaviour.

Experiencing domestic abuse can have a serious and long-term effect on a child's physical and mental health, emotional wellbeing, behaviour, attendance, relationships and ability to learn.

Where police attend a domestic abuse incident and children in the household have seen, heard or experienced its effects, information may be shared with the school's nominated key adult, usually the DSL, through local information-sharing arrangements such as Operation Encompass.

The DSL will assess the child's needs, provide or coordinate appropriate support and update the school's safeguarding records. Where a child has been harmed, is at risk of harm or is in immediate danger, the DSL will make an immediate referral to local authority children's social care and contact the police where appropriate.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Staff should speak to the DSL who will follow local safeguarding procedures if they suspect a pupil is at risk of FGM or that it has been carried out.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmw@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including curriculum policy, behaviour policy, online/e-safety policy.

Child-on-child abuse (including harassment and violence)

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online, and sometimes simultaneously between the two.

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 peers is sometimes known as 'teenage relationship abuse'
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 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, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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 nudes and semi nudes images and/or videos (also known as nudes/semi-nudes)
- 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)

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. When considering instances of harmful sexual behaviour between children, the school will consider their ages and stages of development.

The school has a zero-tolerance approach to sexual violence and sexual harassment, and that even if there are no reports, that doesn't mean that this kind of abuse isn't happening. The school recognises that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Children who are questioning their gender

A child questioning their gender is not, in itself, a safeguarding concern. However, some children may have additional vulnerabilities, including discriminatory bullying, family or peer relationship difficulties, mental health needs, psychosocial needs, neurodiversity or other safeguarding concerns.

The school will provide a respectful and supportive environment in which all forms of bullying, harassment and discrimination are challenged promptly. School policies and practices will maintain appropriate flexibility and avoid imposing rigid gender stereotypes.

The school will not initiate action relating to social transition. This protocol applies when a child or their parent or carer asks the school to make changes or provide support to enable the child to present as the opposite biological sex. Individual members of staff must not independently agree or introduce such changes.

Responding to a request

Any request for support with social transition must be referred to the Headteacher and DSL. The school will take time to listen to and understand the child's thoughts, feelings, wishes and wider experiences. Staff will remain professionally curious and consider everything that may be affecting the child.

The school's first consideration will be its statutory duty to safeguard and promote the welfare of the child and all other children who may be affected. A decision may not necessarily reflect the child's wishes if the school determines that a different course of action is in their best interests.

The assessment will consider:

1. The child's age, developmental stage, communication needs and capacity to understand the request.
2. The child's welfare, wishes and best interests.
3. Any safeguarding concerns, including bullying, abuse, exploitation or family difficulties.
4. The child's mental and physical health, psychosocial needs, neurodiversity and any special educational needs or disabilities.
5. The views of the child's parents or carers.
6. Any relevant clinical evidence or advice.
7. Relevant advice from the DSL, SENCO and other appropriately qualified professionals.
8. The impact of the request on the child and other children.
9. The school's safeguarding, equality and human rights obligations.
10. Whether any proposed action is proportionate, practicable and capable of being reviewed.

The school will document its assessment, decision, reasons, agreed actions and arrangements for review.

Involving parents and carers

Parents and carers have the leading role in their child's life. Where a child asks the school to support social transition, the school will engage their parents or carers as a matter of priority and give proper weight to their views.

Before contacting parents or carers, the school will consider whether doing so could place the child at greater risk of harm. Where such a risk may exist, the matter must be referred to the DSL. The DSL will determine what action is required to safeguard the child before parents or carers are contacted or any decision is made.

Where a child speaks to a member of staff about questioning their gender but does not ask the school to change how they are treated, there is no automatic requirement to share the conversation with their parents or carers. Normal safeguarding procedures will apply if the conversation raises concerns about the child's welfare or safety.

The school may offer support to help a child discuss their feelings with their parents or carers, including arranging for an appropriate member of staff to attend the conversation or speak on the child's behalf.

A careful and individual approach

The school recognises that social transition is an active intervention which may have significant consequences for a child's psychological functioning and longer-term outcomes. Requests will therefore be considered carefully and individually. The school will not adopt a blanket approach.

Particular caution will be exercised in relation to primary-aged and pre-pubertal children. Support for full social transition at primary age will be agreed only in very rare circumstances. School staff will not provide clinical advice or undertake a role requiring clinical training.

Older children will generally have greater agency in decisions affecting them. Nevertheless, the school will seek to maintain flexibility, keep options open and avoid placing pressure on a child to commit to a particular pathway.

Names and pronouns

Any request to use a different name or pronouns will form part of the school's individual assessment and decision-making process. Staff must not introduce such changes unless they have been formally considered and agreed by the school.

The school will consider the welfare and best interests of the child, the impact on others, and the rights of pupils and staff, including rights relating to religion or belief. Where appropriate, practical alternatives may be considered, such as using a child's name rather than pronouns.

Facilities, accommodation and sport

The school will comply with its safeguarding obligations, the Equality Act 2010, the Human Rights Act 1998 and the requirements applying to school premises.

Pupils will not be permitted to use toilets, changing rooms, boarding facilities or residential accommodation designated for the opposite biological sex. Where single-sex sporting arrangements are necessary for safety, pupils will not participate in sport designated for the opposite biological sex.

The school will sensitively explain these requirements to children and their families when discussing requests for support. Where appropriate and reasonably practicable, alternative arrangements may be considered to protect a child's safety, comfort, privacy and dignity.

Records, confidentiality and information sharing

The school will handle information sensitively and share it only with staff who need it to fulfil their professional or safeguarding responsibilities. The school will not promise absolute confidentiality.

The child's biological sex must be recorded accurately in the school's official records. Relevant staff must have access to accurate information about the child's biological sex where this is required to fulfil safeguarding, medical, educational or legal responsibilities.

The school will be particularly alert to the safeguarding vulnerabilities of a child who may be living in stealth, where some staff or pupils may be unaware of the child's biological sex. The DSL must be involved in such cases.

Reviewing decisions

Any agreed support plan will identify a review date. Decisions will also be reviewed when:

1. The child's wishes, circumstances or needs change.
2. New safeguarding, health or welfare information becomes available.
3. The arrangements affect the welfare or rights of other children.
4. Clinical or other relevant professional advice changes.
5. The arrangements place unsustainable demands on the school's resources.
6. The child or their parents or carers request a review.

The DSL must be involved whenever a decision is reconsidered because of safeguarding concerns.

Where a child wishes to reverse or partially reverse previously agreed arrangements, the school will respond supportively and without judgement. The school will work with the child, their parents or carers and relevant professionals to agree appropriate support and ensure that the child is protected from bullying, harassment or discrimination.

Young carers

A young carer is a child or young person who provides care for a family member or another person because of illness, disability, mental ill health, substance misuse or another care need. Caring responsibilities may include practical tasks, personal care, emotional support, managing medication, communicating on behalf of the person they care for or looking after siblings.

The school recognises that young carers may not identify themselves as carers and that families may be reluctant to disclose their circumstances. Staff will remain alert to indicators that a pupil may have caring responsibilities and will seek to identify young carers at the earliest opportunity.

Caring responsibilities can affect a pupil's:

- Attendance, punctuality and ability to participate fully in education
- Attainment, progress and completion of schoolwork
- Behaviour, concentration and engagement
- Physical and emotional wellbeing
- Sleep, relationships and social development
- Ability to participate in extracurricular activities and wider school life

Possible indicators may include persistent or unexplained absence or lateness, tiredness, anxiety about a family member, difficulties completing work, changes in behaviour or attainment, reluctance to leave home, limited participation in activities, or taking on responsibilities beyond those normally expected for the pupil's age or developmental stage.

Staff who believe that a pupil may be a young carer will share their concerns with the DSL. The school will listen to the pupil, consider their communication and developmental needs, and work sensitively with their parents or carers where appropriate. Information will be handled respectfully and shared only where necessary to provide support or safeguard the pupil.

The DSL will consider whether the pupil and family would benefit from:

- Internal pastoral, attendance, educational or therapeutic support
- Reasonable adjustments to reduce barriers to learning and participation
- Community-based Early Help

- Family Help, including targeted Early Help or support under section 17 of the Children Act 1989
- A young carer's needs assessment
- Support from external partners, including the local authority, health services and specialist young carers organisations

The school will work with the local authority, health services and other relevant partners to identify young carers and coordinate appropriate support. Where safeguarding concerns arise, or a child has been harmed, is at risk of harm or is in immediate danger, the school will follow its child protection procedures and make an appropriate referral without delay.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

The school will be alert to reports of sexual violence and/or harassment that may point to environmental / systematic problems or reflect wider issues.

The school will support children who have witnessed sexual violence and that it will do all it can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. There is no definitive answer if a victim asks the school not to tell anyone about sexual harassment or violence; when supporting victims, staff will reassure them that the law on child-on-child abuse is there to protect them, not criminalise them.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk. We will therefore ensure that we provide a safe space for pupils who are LGBT to speak out and share their concerns.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Staff will remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs. If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Following an investigation into an allegation of abuse, staff will consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.

Serious violence

Indicators which may signal that a child is at risk from, or involved in, serious violence may include:

- Increased or persistent absence from education
- Repeated suspensions, permanent exclusion or attendance at alternative provision
- Changes in friendships or relationships, particularly associations with older individuals or groups
- A significant decline in educational engagement, attainment or performance
- Signs of self-harm or a significant change in emotional wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts, money or new possessions, which may indicate association with criminal networks, gangs or criminal exploitation
- Drug or alcohol use, particularly during early adolescence
- Carrying weapons or expressing a perceived need to carry a weapon for protection
- Changes in behaviour, including increased aggression, fearfulness, secrecy or withdrawal

Risk factors that may increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently or persistently absent from education
- Having experienced repeated suspensions or permanent exclusion
- Attending or having attended alternative provision
- Having experienced child maltreatment, abuse, neglect or exploitation
- Having previously been a victim or perpetrator of violence
- Having been involved in offending, including theft or robbery
- Using drugs or alcohol during early adolescence
- Having connections with individuals or groups involved in offending, gangs or organised crime

The presence of one or more indicators does not necessarily mean that a child is involved in serious violence. Staff must consider the child's individual circumstances, exercise professional curiosity and remain alert to changes or combinations of indicators.

Any concern that a pupil is involved in, or at risk of, serious violence must be reported promptly to the DSL or a Deputy DSL. The DSL will assess the level of risk, consider the need for immediate protective action and determine whether internal support, community-based Early Help, Family Help, children's social care or police involvement is required.

The school may use the [Youth Endowment Fund's serious violence risk assessment resources and self-assessment tool](#) to review its approach to identifying risk, prevention and early intervention.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting in a professional capacity will not be asked to show their DBS certificate if the organisation sending them has already provided prior written confirmation that the appropriate level of DBS check has been carried out.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

Contact parents/carers, and their emergency contacts, if necessary and utilise our local community networks.

If there is still no response school staff will ensure that they care for the child until contact can be made. This will then be recorded on Databridge and ensured follow-up.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will immediately refer to the police and to parents, due to the specific vulnerability of our young people.

Appendix 5 - A shared responsibility with a child centred approach

This information is based on Working Together to Safeguard Children 2023 Chapter 1: A Shared Responsibility Pages 11 - 22

The following principles as set out in the Children's Social Care National Framework apply to taking a shared responsibility for safeguarding children:

- children's welfare is paramount
- children's wishes and feelings are sought, heard, and responded to
- children's social care works in partnership with whole families
- children are raised by their families, with their family networks or in family environments wherever possible
- local authorities work with other agencies to effectively identify and meet the needs of children, young people, and families
- local authorities consider the economic and social circumstances impacting children, young people, and families

Children's views of what they need from an effective safeguarding system

As part of the The Children Act 1989 (and 2004 amendment), children are clear what they want from an effective safeguarding system:

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about, and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments, and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse, exploitation, and discrimination, and the right to special protection and help if a refugee

Principles of Working with Parents and Carers

As part of having a child centred approach practitioners should work in partnership with parents and carers where possible. Parents and carers should understand what is happening and what they can expect from the help and support they will be provided with. Working collaboratively will give parents and carers the best chance of making changes and help practitioners to make fair and accurate decisions about how to support the children and keep them safe. Practitioners need to be particularly mindful and skilled in engaging and working with parents and carers whom services have found difficult to engage and need to recognise, engage and work with parents who are unwilling or unable to engage with services. Four principles underpin the work with parents and carers:

- 1. Effective Partnership building a strong, positive, trusting and cooperative relationship**
- 2. Respectful verbal and nonverbal communication that is non blaming, clear, inclusive and adapted to parents and carers needs. Information should be provided in a jargon free format that can be easily understood, including translation into their first language or providing a translator or BSL interpreter.**
- 3. Empower parents to participate in decision making to help support and protect their children by making parents aware of who may attend meetings and discussion and how these will be taking place, allowing a family member or supporter to attend meetings, giving adequate preparation time, signposting to further resources and helping them to understand the issues, the impact on the child, decisions, changes, timescales and possible outcomes.**
- 4. Involve parents, carers, families and communities in designing the processes that affect them including those focussed on safeguarding. Valuing their contributions, expertise and knowledge and continuously seeking feedback from them and using this to reflect on the schools practise.**

This can be viewed in more detail in [Working Together to Safeguard Children 2023 - GOV.UK](#) Pages 15 - 16

Appendix 5: Safeguarding training criteria

Purpose

This appendix 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 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 schools 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, and attend safeguarding case reviews when required.

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.

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 Appendix A. 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.

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 appropriate training and that records are up-to-date. Records will be stored centrally.

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 appendix will be reviewed annually to ensure that it aligns with current legislation and best practices in safeguarding children.