



Norfolk House School

Safeguarding and Child Protection Policy

September 2026

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Key School Contacts

Designated Safeguarding Lead (DSL) Mrs. S Palmer (Headmistress)	Email: s.palmer@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Deputy Designated Safeguarding Lead (DDSL) for Years 5 & 6 Mr Michael Hines	Email: m.hines@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Deputy Designated Safeguarding Lead (DDSL) for Years 3 & 4 Mr Julian Strong	Email: j.strong@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Deputy Designated Safeguarding Lead (DDSL) for Years 1 & 2 Ms Myfamwy Hollywell	Email: m.hollywell@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Deputy Designated Safeguarding Lead (DDSL) for Early Years Ms Faizah Rashid	Email: f.rashid@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Chair of Directors Jonathan Challinor	Email: j.challinor@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Director with responsibility for Safeguarding Jonathan Challinor	Email: j.challinor@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
SLT member responsible for filtering and monitoring Mrs Susannah Palmer	Email: s.palmer@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Senior mental health lead Mr Julian Strong	Email: j.strong@norfolkhouseschool.co.uk Telephone (term time and holidays): 0121 454 7021
Confidential safeguarding cover mailbox (for use when the DSL is unavailable)	Email: safeguarding@norfolkhouseschool.co.uk

Senior Leadership Team:

Susannah Palmer (Headmistress)
Faizah Rashid (Deputy Head)
Julian Strong (Head of Pastoral Care)
Contact details as above

Middle Leadership Team:

Michael Hines

Myfamwy Hollywell

Contact details as above

Key External Contacts

Designated Officer(s) of the local authority	The LADO Team Birmingham Children's Trust 2 Margaret Street, Birmingham, B3 3BS Telephone number: 0121 675 1669 Email: ladoteam@birminghamchildrenstrust.co.uk Referrals must be made by email (not to a named LADO) within one working day, using the LADO referral form.
Birmingham Children's Advice & Support Service (CASS)	Telephone number: 0121 303 1888 Email: CASS@birminghamchildrenstrust.co.uk Out of hours emergency: 0121 675 4806 Duty team telephone number: 0121 303 1888
Birmingham Safeguarding Children Partnership	Birmingham Safeguarding Children Partnership PO Box 17340 BIRMINGHAM B2 2DR Telephone number: 0121 464 2612 Email: CASS@birminghamchildrenstrust.co.uk.
FGM reporting - non-emergency police contact number	101
School's Police liaison officer	PC Justin Pickin https://www.west-midlands.police.uk/node/2734
Prevent partners and advice about extremism	Channel Police Practitioner The Channel Panel is led by the Prevent Programme Team, which is overseen by Waqar Ahmed – Prevent Manager (details as below) Prevent Manager Name: Waqar Ahmed Telephone number: 0121 303 7682 / 07557 203 290 Email: waqar.ahmed@birmingham.gov.uk Non-emergency DfE advice 020 7340 7264 counter.extremism@education.gov.uk
UK Safer Internet Centre	0344 381 4772 helpline@saferinternet.org.uk

NSPCC whistleblowing helpline	Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Lines open 8am to 8pm Monday to Friday and 9am to 6pm at weekends Email: help@nspcc.org.uk https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/
NSPCC Helpline (adults worried about a child)	0808 800 5000 help@nspcc.org.uk
Childline (for pupils)	0800 1111 www.childline.org.uk
CEOP (reporting online sexual abuse)	www.ceop.police.uk/safety-centre
Report Remove (Childline and the Internet Watch Foundation)	www.childline.org.uk/remove

1. Aims

- 1.1. This is the safeguarding and child protection policy and procedures of Norfolk House School (School).
- 1.2. The aims of this policy are as follows:
 - 1.2.1. to actively promote the well-being of pupils¹;
 - 1.2.2. to safeguard and promote the welfare of children², staff and others who come into contact with the School and to protect them from harm;
 - 1.2.3. to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and/or exploitation;
 - 1.2.4. to raise awareness about how to report concerns and how they will be investigated, whether they are current or historic in nature;
 - 1.2.5. to raise staff awareness about the School's safeguarding expectations;
 - 1.2.6. to ensure staff are competent to carry out their safeguarding responsibilities and feel supported in this role;
 - 1.2.7. to ensure consistent good safeguarding practice throughout the School to include the promotion of a zero tolerance approach to child-on-child sexual violence and harassment in which pupils are confident to report it and staff are confident to identify and respond to it; and
 - 1.2.8. to promote a whole school culture of safety, equality and protection, including an inclusive, anti-discriminatory culture in which racism, faith-based prejudice, misogyny and other forms of discriminatory behaviour are recognised, challenged and addressed as part of the School's safeguarding responsibilities.
- 1.3. Every pupil should feel safe and protected from any form of abuse, neglect and exploitation.
- 1.4. All staff should understand the indicators of abuse neglect and exploitation and specific safeguarding risks so that they can identify them and report any concerns about children. The indicators and key safeguarding risks for the School community are set out in Appendix 1.
- 1.5. Members of the School community (to include alumni) should also feel able to raise any safeguarding concerns, whether current or non-recent, safe in the knowledge that they will be supported, the matter will be handled sensitively and appropriate action taken.
- 1.6. Anyone about whom a concern is raised should feel confident that they will be supported and the matter will be handled sensitively and that appropriate action will be taken.

¹ This wording reflects the requirements in part 8 paragraph 34 of the ISSR. Well-being means well-being within the meaning of section 10(2) of the Children Act 2004(a): the physical and mental health and emotional well-being; protection from harm and neglect; education training and recreation; contribution made by pupils to society; social and economic well-being.

² This wording reflects the requirements in part 3 paragraph 7 of ISSR.

- 1.7. This policy forms part of the School's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the School to ensure that the best interests of pupils underpin and are at the heart of all decisions, systems, processes and policies.

2. Scope and application

- 2.1. This policy applies to the whole School including the Early Years Foundation Stage (EYFS).
- 2.2. This policy applies at all times including where pupils or staff are away from the School, whether they are on School-arranged activities or otherwise, and whether or not the School is open. It will therefore apply out of School hours and in the holidays.
- 2.3. This policy applies to core School activities and to out of hours activities.
- 2.4. This policy is designed to address the specific statutory obligations on the School to safeguard and promote the welfare of children.

3. Regulatory framework

- 3.1. This policy has been prepared to meet the School's responsibilities under:
 - 3.1.1. Education (Independent School Standards) Regulations 2014;
 - 3.1.2. Early years foundation stage (EYFS) statutory framework for group and school-based providers (DfE, effective 1 September 2026);
 - 3.1.3. Education and Skills Act 2008;
 - 3.1.4. Children Act 1989;
 - 3.1.5. Children Act 2004;
 - 3.1.6. Childcare Act 2006;
 - 3.1.7. Education and Training (Welfare of Children) Act 2021;
 - 3.1.8. Safeguarding Vulnerable Groups Act 2006;
 - 3.1.9. Children and Social Work Act 2017;
 - 3.1.10. Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and Data (Use and Access) Act 2025 (together, the data protection laws);
 - 3.1.11. Equality Act 2010;
 - 3.1.12. Human Rights Act 1998;
 - 3.1.13. Counter-Terrorism and Security Act 2015 (the Prevent duty);
 - 3.1.14. Female Genital Mutilation Act 2003;
 - 3.1.15. Children's Wellbeing and Schools Act 2026 (including the information sharing duty, in force from 30 September 2026); and
 - 3.1.16. Crime and Policing Act 2026 (including the removal of the supervision exemption from the definition of regulated activity, in force from 1 September 2026).

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

3.2.1. Statutory guidance:

- 3.2.1.1. Keeping children safe in education (DfE, September 2026) (KCSIE);
- 3.2.1.2. Working together to safeguard children 2026 (HM Government, March 2026) (WTSC);
- 3.2.1.3. Disqualification under the Childcare Act 2006 (DfE, 2018);
- 3.2.1.4. Prevent duty guidance for England and Wales (HM Government, updated March 2024);
- 3.2.1.5. Multi-agency statutory guidance on female genital mutilation (HM Government, July 2020);
- 3.2.1.6. Children missing education (DfE, September 2025);
- 3.2.1.7. Relationships education, relationships and sex education and health education guidance (DfE, July 2025, in force from September 2026);
- 3.2.1.8. Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, updated October 2025);
- 3.2.1.9. PACE Code C 2019;
- 3.2.1.10. Information sharing duty: statutory guidance (DfE, September 2026);
- 3.2.1.11. Mobile phones in schools (DfE, 2026);
- 3.2.1.12. Working together to improve school attendance (DfE, August 2024);
- 3.2.1.13. Restrictive interventions, including the use of reasonable force, in schools (DfE, in force from 1 April 2026).

3.2.2. Non-statutory guidance:

- 3.2.2.1. What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015);
- 3.2.2.2. ICO guidance on sharing personal information to safeguard children and young people in the education sector (Information Commissioner's Office);
- 3.2.2.3. Behaviour in schools: advice for headteachers and school staff (DfE, February 2024)
- 3.2.2.4. Generative artificial intelligence (AI) in education (DfE) and the DfE's supporting resources on using AI safely in education;
- 3.2.2.5. Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, updated March 2024);
- 3.2.2.6. Searching, screening and confiscation: advice for schools (DfE, updated July 2023);
- 3.2.2.7. Teaching online safety in schools (DfE, updated January 2023);

- 3.2.2.8. Harmful online challenges and online hoaxes (DfE, February 2021);
- 3.2.2.9. Filtering and Monitoring Standards (DfE, updated February 2026);
- 3.2.2.10. Meeting digital and technology standards in schools and colleges (DfE, updated February 2026)
- 3.2.2.11. Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017);
- 3.2.2.12. Virginity testing and hymenoplasty: multi-agency guidance (DHSC, updated August 2025)
- 3.2.2.13. Safeguarding children and protecting professionals in early years settings: online safety considerations (UK Council for Internet Safety, February 2019)
- 3.2.2.14. Educate Against Hate (HM Government 2018)
- 3.2.2.15. Equality Act 2010: advice for schools (DfE, June 2018)
- 3.2.2.16. Multi-agency practice principles for responding to child exploitation and extra-familial harm (HM Government 2023)
- 3.2.2.17. Generative AI: product safety expectations (DFE, updated January 2026)
- 3.2.2.18. Plan technology for your school (DFE, updated November 2025)
- 3.2.2.19. Managing risk of radicalisation in your education setting (DfE, updated September 2023)
- 3.2.2.20. After-school clubs, community activities and tuition (DfE, updated February 2026);
- 3.2.2.21. Part one: overview for all staff (DfE, 2026), which is a quick-reference companion to Part one of KCSIE and does not replace it;
- 3.2.2.22. When to call the police: guidance for schools and colleges (National Police Chiefs' Council).

3.2.3. Birmingham Safeguarding Children Partnership Guidance:

- 3.2.3.1. Birmingham Safeguarding Children Partnership referral / threshold procedures / guidance, including Right Help, Right Time and the local Family Help arrangements.
- 3.3. Forthcoming guidance: the School is aware that the following additional guidance is expected to be published and will update this policy accordingly when such guidance becomes available:
- 3.3.1. revised statutory guidance on supporting pupils at school with medical conditions;
 - 3.3.2. any guidance arising from the Children's Wellbeing and Schools Act 2026 as its provisions are commenced (including local authority registers of children not in

- school), the National Audit on Group-based Child Sexual Exploitation and Abuse and subsequent inquiries; and the Government's Violence Against Women and Girls strategy;
- 3.3.3. the commencement of the mandatory duty to report child sexual abuse and any associated guidance; and
- 3.3.4. further changes to Working together to safeguard children and the Children's Social Care National Framework, and regulations for multi-agency child protection teams, following the DfE's 2026 consultation Improving help and child protection.
- 3.4. The following School policies, procedures and resource materials are relevant to this policy:
 - 3.4.1. staff code of conduct;
 - 3.4.2. staff IT acceptable use policy;
 - 3.4.3. social media policy;
 - 3.4.4. whistleblowing policy;
 - 3.4.5. recruitment and selection of staff policy;
 - 3.4.6. online safety policy;
 - 3.4.7. behaviour policy;
 - 3.4.8. anti-bullying policy;
 - 3.4.9. pupil IT acceptable use policy;
 - 3.4.10. visitors and security policy;
 - 3.4.11. risk assessment policy for pupil welfare;
 - 3.4.12. missing child policy;
 - 3.4.13. child collection policy;
 - 3.4.14. special educational needs and learning difficulties policy;
 - 3.4.15. disability policy;
 - 3.4.16. health and safety policy and practice;
 - 3.4.17. relationships education policy;
 - 3.4.18. first aid policy including the policy on the administration of medicines and supporting pupils with medical conditions;
 - 3.4.19. supporting pupils' mental health policy;
 - 3.4.20. retention of records policy;
 - 3.4.21. attendance policy;
 - 3.4.22. equality policy;
 - 3.4.23. policy on restrictive interventions and the use of reasonable force; and

- 3.4.24. EYFS policies and procedures (including safer sleep and the use of mobile phones and cameras).

4. Publication and availability

- 4.1. This policy is published on the School website and in the Virtual Staffroom.
- 4.2. This policy is available in hard copy on request.
- 4.3. A copy of the policy is available for inspection from the School Office during the School day.
- 4.4. This policy can be made available in large print or other accessible format if required.
- 4.5. This policy and all policies referred to in it are also available to staff on the School's virtual staff room.

5. Definitions

- 5.1. Where the following words or phrases are used in this policy:
 - 5.1.1. References to the Proprietor are references to the Board of Directors;
 - 5.1.2. References to working days mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to working days are to the days on which the relevant external agency is working;
 - 5.1.3. Safeguarding is the protection of people from harm.
 - 5.1.4. Safeguarding and promoting the welfare of children is defined in WTSC and KCSIE as:
 - (a) providing help and support to meet the needs of children as soon as problems emerge;
 - (b) protecting children from maltreatment, whether that is within or outside the home, including online;
 - (c) preventing impairment of children's mental and physical health or development;
 - (d) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - (e) taking action to enable all children to have the best outcomes.
 - 5.1.5. CSC means Children's Social Care and includes, depending on the context, the team based in the local authority where the School is located and, where appropriate, the team based in the local authority where the child is resident.
 - 5.1.6. DSL means the School's Designated Safeguarding Lead. References to the DSL include the relevant Deputy DSL (DDSL) where the DSL is unavailable.
 - 5.1.7. Designated Officer means designated officer at the local authority (often referred to as the LADO). The designated officer(s) has overall responsibility for

oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners

- 5.1.8. Local Safeguarding Partners means the three safeguarding partners (local authority, Integrated Care Boards (ICBs) and the chief officer of police for an area any part of which falls within the local authority area) who make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The local arrangements relevant to the school can be found in Appendix 5.
- 5.1.9. References to harmful sexual behaviour in this policy refer to the DfE's definition: problematic, abusive and violent sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate and may cause developmental damage, may be harmful towards self or others, or abusive towards another child, young person or adult.
- 5.1.10. Reference to staff includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, supply staff, trainee teachers, volunteers and Directors unless otherwise indicated.
- 5.1.11. Senior Leadership Team (SLT) comprises the Headmistress (DSL), Deputy Head (DDSL) and the Head of Pastoral Care (DDSL).
- 5.1.12. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It brings together the targeted early help level of support and support for children in need under section 17 of the Children Act 1989 into a single local offer. Children may also benefit from universal services and community-based early help.
- 5.1.13. Nudes and semi-nudes refers to the creation, sending or posting of nude or semi-nude images (including photographs, videos and livestreams) by children under the age of 18. Images may be taken by the child or created by another person, and may be digitally altered or wholly generated using artificial intelligence (sometimes described as "deepfakes" or "deep nudes").
- 5.1.14. Data protection laws means the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025.

6. Responsibility statement and allocation of tasks: the School's approach to safeguarding leadership

- 6.1. The Proprietor has overall responsibility for all matters which are the subject of this policy including:
 - 6.1.1. legal responsibility to ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to relevant guidance issued by the Secretary of State;

- 6.1.2. strategic leadership responsibility for the School's safeguarding arrangements; and
 - 6.1.3. specific responsibilities to facilitate a whole school approach to safeguarding, set out in more detail in Part 2 of KCSIE.
- 6.2. The Proprietor:
- 6.2.1. appoints a Board level lead on safeguarding matters, whose contact details are set out in the School contacts list at the front of this policy;
 - 6.2.2. ensures that all Directors receive appropriate safeguarding and child protection (including online) training, both on induction and thereafter regularly updated. This training should equip Directors to provide strategic challenge, to test and assure themselves that the safeguarding policies and procedures in place are effective and support a robust, whole school approach to safeguarding. Training should be consistent with KCSIE and Local Safeguarding Partner guidance;
 - 6.2.3. ensures it discharges its legal responsibilities under the Human Rights Act 1998 and the Equality Act 2010, having regard for the implications for safeguarding that such responsibilities can have, including the requirements on single-sex toilets, changing facilities and sport, and on children who are questioning their gender, set out in Part two of KCSIE;
 - 6.2.4. ensures that appropriate arrangements are in place for the whole Board to discharge their function, including appropriate consideration of safeguarding matters at Board meetings and a holistic annual review of safeguarding;
 - 6.2.5. establishes appropriate delegation arrangements at School level, led by the Headmistress and DSL, to enable the School to discharge its safeguarding duties effectively;
 - 6.2.6. ensures that the School has appropriate filtering and monitoring systems in place and that their effectiveness is reviewed at least once every academic year (see section 21);
 - 6.2.7. ensures that the School operates as a mobile phone-free environment by default, in accordance with KCSIE and the DfE's Mobile phones in schools guidance (see section 21); and
 - 6.2.8. ensures that the School promotes an inclusive, anti-discriminatory culture in which racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities.
- 6.3. To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Headmistress	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headmistress	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Headmistress	As required, and at least annually – Google Form questionnaire
Formal annual review of the School's safeguarding and child protection policies and procedures and their implementation.	Proprietor	At least annually
Assessing the adequacy of safeguarding arrangements for those who use or hire premises	Proprietor	Before commencement of arrangement and thereafter at least annually
Reviewing the effectiveness of the filtering and monitoring systems, and keeping a record of the checks	Headmistress (DSL), with the School's IT provider	At least once every academic year
Reviewing the mobile phone policy and how it is implemented	Headmistress	At least annually
Reviewing any arrangements for pupils who are questioning their gender (including alternative facilities)	DSL	Regularly, and at least termly

6.4. Headmistress

- 6.4.1. The Headmistress is responsible for the overall management of the School and for the management of concerns and allegations about staff.
- 6.4.2. The Headmistress ensures that the School's policies and procedures, adopted by the governing body and proprietor (particularly those concerning referrals

of cases of suspected abuse and neglect), are understood and followed by all staff.

6.5. Designated Safeguarding Lead (DSL)

- 6.5.1. The DSL is a senior member of staff of the School's leadership team with the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place) throughout the School. This is explicit in the DSL's job description.
- 6.5.2. The DSL has the appropriate status and authority within the School to carry out the duties of the post, and the time, funding, training, resources and support to enable her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in Annex B of KCSIE 2026.
- 6.5.3. The DSL is aware of the statutory requirements for children to have an appropriate adult during police investigations. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE Code C and any other code of practice apply.
- 6.5.4. The Head of Pastoral Care (DDSL) will take lead responsibility for pupils who are looked after children.
- 6.5.5. The Head of Pastoral Care (DDSL) will undertake the role of senior mental health lead and is responsible for developing a holistic approach to promoting and supporting the mental health of pupils and staff.
- 6.5.6. If the DSL is unavailable the activities of the DSL will be carried out by a Deputy DSL. The details of the Deputy DSLs are also set out in the School contacts list at the front of this policy.
- 6.5.7. To ensure continuity, the School has robust cover arrangements for periods when the DSL is unavailable because of illness, leave or other circumstances. These include a confidential shared safeguarding mailbox so that safeguarding concerns are received, monitored and acted on without delay.
- 6.5.8. Each Deputy DSL is trained to the same standard as the DSL.
- 6.5.9. The member of the SLT responsible for filtering and monitoring is the Headmistress (DSL). With the School's IT support, she leads the annual review of filtering and monitoring described in section 21.

7. Specific safeguarding duties in relation to children

- 7.1. Safeguarding and promoting the welfare of children is everyone's responsibility.

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

7.2.1. The School will:

- (a) understand its role in the safeguarding partner arrangements and operate safeguarding procedures in line with locally agreed multi-agency safeguarding arrangements put in place by the Birmingham Safeguarding Children Partnership the key details of which are contained in Appendix 5;
- (b) be alert to signs of abuse whether in school, within the child's family or from outside, and take steps to protect individuals from any form of abuse, neglect or exploitation, whether from an adult or another child;
- (c) include opportunities within the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;
- (d) promote the systems in place for children to confidentially report abuse, ensuring they know their concerns will be treated seriously, they can safely express their views and give feedback;
- (e) take active steps to promote school attendance and, in accordance with the statutory guidance Working Together to Improve School Attendance (DfE, updated August 2024), must work with children's social care where school absence indicates safeguarding concerns;
- (f) Allow staff to determine how best to build trusted relationships with pupils which facilitate communication within the parameters of the staff code of conduct;
- (g) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with appropriate education, child protection and / or welfare plans;
- (h) design and operate procedures which, so far as possible, ensure that staff, pupils and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations;
- (i) prepare staff to identify children who may benefit from Family Help (including universal services and community-based early help, and the targeted early help level of Family Help) and encourage them to be particularly alert to the potential need for additional support for children with the indicators listed in KCSIE or WTSC;
- (j) be alert to children who are at potentially greater risk of harm (both online and offline) including children who need a social worker and children requiring mental health support;
- (k) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, which could be an indicator

that a child has suffered or is at risk of suffering abuse, neglect or exploitation and where additional barriers can exist when detecting abuse or neglect;

- (l) encourage a culture of listening to pupils and victims of abuse and taking account of their wishes and feelings in any measure put in place and actions taken by the School to protect them, for example through discussion with the Pupil Leadership Team and during form lessons;
- (m) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;
- (n) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- (o) identify pupils who may be vulnerable to extremist ideology and radicalisation, and know what to do when they are identified;
- (p) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area (see Appendix 5 for more details);
- (q) recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, and ensure that such concerns are considered within its safeguarding practice; and
- (r) share information about children proactively and as early as possible with children's social care, the Local Safeguarding Partners and other relevant agencies where it is relevant to safeguarding or promoting a child's welfare, in accordance with the information sharing duty (see section 25).

7.3. Staff may follow the School's whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details). Staff may also report concerns direct to the School's Local Authority if they consider that the School has failed to deal with concerns appropriately.

8. Reporting obligations of staff

8.1. Reporting obligations generally

- 8.1.1. Staff members should maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the best interests of the pupil.
- 8.1.2. Staff should be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and / or they may

not recognise their experiences as harmful e.g. a child may feel embarrassed, humiliated, or being threatened due to their vulnerability, disability and / or sexual orientation or language barrier. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of protection.

8.1.3. All staff have a duty to:

- (a) report any concerns they may have about the safety and / or well-being of pupils;
- (b) report any concerns they may have about the safety and / or well-being of other persons associated with the School;
- (c) report any safeguarding concerns about staff or anyone else associated with the School; and
- (d) follow up on any such reports to ensure that appropriate action is or has been taken.

8.1.4. The procedures for doing so are set out below. If staff are unsure about the appropriate process to use, they should not hesitate to exercise professional curiosity and speak to the DSL, any member of the SLT or directly to children's social care (whether the School's local authority or that local to the child's home address) or police in their absence for guidance.

8.1.5. Staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and report concerns to the DSL.

8.2. What to do if staff have a concern about a pupil's welfare

8.2.1. If staff have any concern about a pupil's welfare, they should follow the procedures in this policy and report their concern to the DSL (or the DDSL as appropriate in the DSL's absence) immediately.

- (a) the contact details of the DSL and DDSLs are set out in the contacts list at the front of this policy;
- (b) see Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

8.2.2. A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

8.2.3. Teachers must report known cases of female genital mutilation (FGM) to the police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

8.2.4. If the concern involves an allegation or concern raised about a member of staff, supply staff, trainee teachers, contractors or volunteers this must be reported in accordance with the procedures set out in Appendix 4 and parts 1 and 4 of KCSIE.

8.2.5. What if the DSL is unavailable?

- (a) The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.
- (b) If in exceptional circumstances the DSL and DDSLs are unavailable, staff must not delay taking action. Staff should speak to their line manager or a member of the SLT and / or advice should be taken from children's social care. Their contact details are set out at the front of this policy.
- (c) Where a child is suffering, or is likely to suffer from harm, a referral to children's social care and / or police should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 11 below for further details on making a referral.
- (d) Any action taken by a member of staff pursuant to this requirement should then be shared with the DSL or DDSL, or a member of the SLT, as soon as is practically possible.

8.2.6. If staff have a concern about a pupil's mental health that is also a safeguarding concern, they should speak to the DSL. If staff feel that a pupil is in danger, they should call 999 or arrange for the pupil to be taken to A&E immediately by a parent or carer or another suitable person. If a pupil needs help urgently for their mental health but it is not an emergency, staff can use NHS 111 online or call 111 and select the mental health option.

8.3. Action by the DSL

8.3.1. On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with the appropriate Local Safeguarding Partners procedures and referral threshold document. Such action may include:

- (a) managing any support for the pupil internally via the School's own pastoral support processes, including considering (where doing so does not place the pupil at additional risk) whether the DSL should inform parents to further support the pupil's wellbeing, and seeking advice from children's social care where required (see 9 below);
- (b) undertaking a Family Help assessment (see 10 below); or
- (c) making a referral for statutory services (see 11 below).

- 8.3.2. The views of the child will be taken into account when considering the appropriate course of action, but will not be determinative.
- 8.3.3. If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

9. Managing support for pupils internally

- 9.1. The School has a framework for the identification, assessment, management and review of risk to pupil welfare, so that appropriate action can be taken to reduce the risks identified. See section 14 and the School's risk assessment policy for pupil welfare.
- 9.2. The School will ensure that appropriate advice and consultation is sought about the management of safeguarding issues, including advice from CSC where necessary.
- 9.3. Posters around the School identify the DSL and DDSLs and the Head of Pastoral Care regularly speaks to pupils about their concerns. Pupils are encouraged in PSHE lessons to talk about their feelings. The ChildLine telephone number is displayed around the School.

10. Family Help (including early help)

- 10.1. Family Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Under Working together to safeguard children 2026, targeted early help and support for children in need under section 17 of the Children Act 1989 are brought together into a single Family Help offer, delivered locally by multi-disciplinary teams. Children may also benefit from universal services and community-based early help.
- 10.2. The School understands that providing help early is more effective in promoting the welfare of children than reacting later.
- 10.3. The School's safeguarding training includes guidance about Family Help processes (including community-based early help) and prepares all staff to identify children who may benefit from Family Help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for additional support for a child who:
 - 10.3.1. is disabled or has certain health conditions and has specific additional needs;
 - 10.3.2. has special educational needs (whether or not they have a statutory education, health and care plan);
 - 10.3.3. has a mental health need;
 - 10.3.4. is a young carer;
 - 10.3.5. is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
 - 10.3.6. is frequently missing / goes missing from education, home or care;
 - 10.3.7. is at risk of modern slavery, trafficking, sexual or criminal exploitation;

- 10.3.8. is at risk of being radicalised into terrorism;
 - 10.3.9. has a parent or carer in custody, or is affected by parental offending;
 - 10.3.10. is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - 10.3.11. is misusing alcohol or other drugs themselves;
 - 10.3.12. is looked after or has returned home to their family from care;
 - 10.3.13. is at risk of so-called "honour based" abuse such as Female Genital Mutilation or Forced Marriage;
 - 10.3.14. is a privately fostered child;
 - 10.3.15. is persistently absent from education including persistent absences for part of the school day;
 - 10.3.16. has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, or is at risk of, or has been, permanently excluded; and
 - 10.3.17. has exhibited early signs of abusive, violent and / or harmful behaviours.
- 10.4. A member of staff who considers that a pupil may benefit from Family Help should keep a written record of their concerns and in the first instance discuss this with the DSL (see section 25 below and Appendix 2 for further guidance). The DSL will consider the appropriate action to take in accordance with the child's Safeguarding Children Partners' Family Help offer and their referral threshold document and will support staff in liaising with parents and other agencies and setting up an inter-agency assessment as appropriate.
- 10.5. If Family Help is appropriate, staff may be required to support other agencies and professionals in a Family Help assessment and will be supported by the DSL in carrying out this role. In some cases School staff may be required to act as the lead practitioner.
- 10.6. The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.
- 10.7. Families choose whether to engage with Family Help services. However, the School does not need a family's consent to share relevant information with the local authority and other agencies where this is needed to safeguard or promote the welfare of a child (see section 25).

11. Making a referral

- 11.1. Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately. The contact details for children's social care are set out at the front of this policy.
- 11.2. "Harm" is the "ill treatment or impairment of the health or development of a child." Seeing or hearing the ill-treatment of another person is also a form of harm. It can be

determined "significant" by "comparing a child's health and development with what might be reasonably expected of a similar child."

- 11.3. The contact details for the School's CSC team are set out at the front of this policy. Staff should bear in mind that referrals may be required to the School's CSC team and / or the pupil's CSC team.
- 11.4. Anyone can make contact with CSC to discuss concerns before a referral is made. This includes a professional as well as a child themselves, family members and members of the public. The child's local safeguarding partners will have a threshold of need framework and guidance which will provide more information which can support decision making in relation to contacting CSC.

11.5. Statutory assessments

- 11.5.1. Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:
 - (a) Children in need: A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989. Support for children in need is now delivered locally as part of Family Help.
 - (b) Children suffering or likely to suffer significant harm: Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- 11.6. Anybody can make a referral. Staff required to make a direct referral may find helpful Flowcharts 1 and 2 on pages 27 and 28 of KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.
- 11.7. Parental consent is not required for referrals to statutory agencies but staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:
 - 11.7.1. personal details of the child including the child's developmental needs;
 - 11.7.2. detailed information about the concern;
 - 11.7.3. information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.
- 11.8. If the referral is made by telephone, this should be followed up in writing.
- 11.9. If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

- 11.10. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 11.11. Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves in accordance with the procedures set out in Appendix 5.
- 11.12. The School will co-operate with local multi-agency child protection arrangements, including any multi-agency child protection team established in Birmingham as part of the Families First reforms, and will contribute to inter-agency plans for children who are subject to child protection plans.
- 11.13. When deciding whether to involve the police, the DSL will have regard to the National Police Chiefs' Council guidance When to call the police.

12. Allegations against pupils - child-on-child abuse (including harassment and violence)

- 12.1. Allegations against pupils should be reported in accordance with the procedures set out in this policy (see Appendix 3). If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 of KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.
- 12.2. All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary. Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator.
- 12.3. Norfolk House School will offer appropriate support to individual children who have experienced abuse, who have abused others (child-on-child abuse) or who act as Young Carers in their home situation.
- 12.4. Children know appropriate adults they can approach if they have a concern. Posters around school detail the DSLs and the Head of Pastoral Care regularly speaks to children about their concerns. All classes spend time in PSHCE lessons talking about feelings. The ChildLine number is displayed around school. Children are taught to recognise safeguarding risks, including risk of radicalisation, as appropriate to their age, for example, children in Reception will learn about keeping safe, including the NSPCC's PANTS (the Underwear Rule) and identifying trusted adults, in PSED lessons. Online safety, including age-appropriate teaching about images, AI and who to tell if something online worries them, is taught through computing and relationships education.
- 12.5. A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail:
 - areas of support,

- who will be involved, and
 - the child's wishes and feelings regarding the action to be taken and the services to be provided. A copy of the plan will be kept in the child's safeguarding record.
- 12.6. Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within the School we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 12.7. The School will ensure that it works in partnership with parents/carers and other agencies as appropriate.
- 12.8. Children or young people who harm others may have additional or complex needs, for example:
- Significant disruption in their own lives
 - Exposure to domestic abuse or witnessing or suffering abuse
 - Educational under-achievement
 - Involvement in crime
- 12.9. The school will utilise the Children Who Pose a Risk to Children school safety plan produced by the local authority:
- https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children
- 12.10. The school will follow local guidance to enable provision of effective support to any child affected by this type of abuse.
- [https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_%20_school%20guidance](https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_%20school%20guidance)
- 12.11. Child-on-child abuse includes discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. These will be recognised, recorded and responded to under this policy and, where appropriate, the School's behaviour and anti-bullying policies.
- 12.12. Staff understand that harmful sexual behaviour sits on a continuum and that child-on-child abuse is preventable: recognising behaviours and indicators of risk early, and providing timely, evidence-based support, can prevent children from going on to commit abuse or violence. Part 5 of KCSIE was substantially revised in 2026 and the DSL will have regard to it (see Appendix 3).

13. Extra-familial harm

- 13.1. Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School, inside and outside of home and online.
- 13.2. All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a

child's life that may be a threat to their safety and / or welfare and should record these appropriately.

- 13.3. Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.
- 13.4. Extra-familial harm: all staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse, criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation. These harms may take place online as well as offline.

14. Risk assessment

- 14.1. Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 14.2. The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.
- 14.3. The Headmistress has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.
- 14.4. Day to day responsibility to carry out risk assessments under this policy will be delegated to the Head of Pastoral Care (also a DDSL) who has been properly trained in, and tasked with, carrying out the particular assessment.

15. What to do if staff have a safeguarding concern about someone else's welfare

- 15.1. Staff who have safeguarding concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- 15.2. In the absence of an express procedure about reporting, they should report such concerns to their line manager or the DSL in the first instance.

16. Allegations made and/or concerns raised about staff and others in School

- 16.1. The School has a policy for managing allegations made and / or concerns raised about any adult working for, or on behalf of, the School, whether paid or unpaid, or any Other Adult (as defined in Appendix 4) which may affect the safety and welfare of children.
- 16.2. The procedures in this policy apply to staff who pose a risk of harm to children or may behave in a way that indicates that they may be unsuitable to work with children. They also apply to low-level concerns that do not meet the harm threshold. The procedures aim to strike a balance between the need to protect children from abuse and the need to

protect staff from unfounded, false or unsubstantiated allegations. These procedures are set out in Appendix 4 and follow the guidance in Parts 1 and 4 of KCSIE.

- 16.3. The School will follow its employment procedures for dealing with any other safeguarding concern raised about staff, involving external agencies as appropriate.
- 16.4. Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Employment Manual and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

17. Informing parents

- 17.1. Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Chair of Directors, the Designated Officer(s), children's social care, the police and / or the pupil before discussing details with parents.
- 17.2. In all cases, the DSL will be guided by the Birmingham Safeguarding Children Partnership referral threshold document.
- 17.3. See also Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff.
- 17.4. Consent from parents is not required for the School to share information with children's social care, the Local Safeguarding Partners or other relevant agencies for safeguarding purposes. Where it is safe to do so, the DSL will explain to parents what information will be shared and why.
- 17.5. Where a pupil or their parent asks the School to support any degree of social transition, parents will be involved in the vast majority of cases (see Appendix 1, section 24).

18. Additional reporting

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

18.1.1. Health and Safety Executive

- (a) The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy for further details about this.

18.1.2. Disclosure and Barring Service (DBS)

- (a) A referral to the DBS will be made promptly if the criteria are met. See Appendix 4 for further details.

18.1.3. Teaching Regulation Agency (TRA)

- (a) Separate consideration will be given as to whether a referral to the TRA should be made where a teacher has been dismissed, or would have

been dismissed if he / she had not resigned. See Appendix 4 for more details.

18.1.4. Insurers

- (a) The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It may be necessary to report to a number of insurers as there may be concurrent cover under existing and historic policies;
- (b) Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

18.1.5. LADO

- (a) Any allegation of harm or abuse by a person looking after children will be referred to the LADO within one working day in accordance with Appendix 4. The School will also consider whether to inform the DfE, as its regulator.

19. Safer recruitment and supervision of staff

- 19.1. The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation). See the School's recruitment, selection and disclosure and policy.
- 19.2. In accordance with KCSIE 2026, the School will consider carrying out an online search on shortlisted candidates as part of its due diligence, and will inform candidates that such checks may be carried out.
- 19.3. The School maintains a single central register of appointments for all staff.
- 19.4. Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's recruitment, selection and disclosure policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.
- 19.5. The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate visitors and security policy.
- 19.6. From 1 September 2026, the Crime and Policing Act 2026 removed the "supervision exemption" from the definition of regulated activity. Volunteers who teach, train, instruct, care for or supervise children frequently, on more than three days in any 30-day period, or overnight are now in regulated activity even if another member of staff supervises them. The School will obtain an enhanced DBS certificate with children's barred list information for all such volunteers before they start, and will record these checks on the single central register. Occasional volunteers who are not in regulated

activity (for example, parents helping at a one-off event or day trip) will continue to be risk assessed and supervised in accordance with the School's recruitment policy.

- 19.7. Volunteers will not be permitted to begin working in the EYFS until the School has received their enhanced DBS certificate including children's barred list information, in accordance with KCSIE and the EYFS statutory framework.
- 19.8. Where trainee teachers are placed at the School, the School will obtain written confirmation from the training provider that the required checks have been carried out (or will carry out the checks itself where it employs the trainee). Concerns or allegations about trainee teachers will be dealt with under Appendix 4 in the same way as for supply staff and contractors.

20. Alternative Provision

- 20.1. The School does not routinely use alternative provision. However, in exceptional circumstances where a pupil might benefit from specialist off-site education while remaining on the School roll (e.g., for medical, SEND, or elite sports reasons), the following procedures would apply.
- 20.2. Where the School commissions or places pupils in alternative provision, whether full-time or part-time, the School remains responsible for the safeguarding of those pupils. The School will continue to carry out safeguarding checks and its own due diligence to ensure that the provision is appropriate for meeting each pupil's individual needs.
- 20.3. The School will undertake appropriate checks and assurances before placing a pupil in alternative provision, including but not limited to:
 - 20.3.1. obtaining written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, in line with statutory requirements;
 - 20.3.2. assessing the provider's safeguarding policies and procedures;
 - 20.3.3. where the provider is not an independent school or registered with Ofsted, conducting enhanced DBS checks including barred list checks on the provider's staff who will have unsupervised contact with pupils;
 - 20.3.4. ensuring there are clear safeguarding reporting procedures between the alternative provision and the School; and
 - 20.3.5. having regard to the DfE's voluntary national standards for non-school alternative provision and its guidance on quality assuring providers.
- 20.4. The School will maintain regular contact with alternative providers and monitor pupil welfare throughout any placement.

21. Use of mobile phones and technology

- 21.1. The School's policy on the use of mobile technology, including phones and cameras, in the School, is as follows:
 - 21.1.1. the School is a mobile phone-free environment by default, in accordance with KCSIE and the DfE's Mobile phones in schools guidance. Pupils in Years 1 to 6 do

not have access to mobile phones or other smart devices with similar functionality (such as smart watches that can message, call, record or take photographs) at any point during the school day, including lessons, the time between lessons, break times and lunchtime. Where a pupil needs a phone for their journey to or from School, it must be switched off and handed in to the School Office on arrival and collected at the end of the day. Any exception (for example, where a device is needed to manage a medical condition) must be agreed in writing by the Headmistress. The pupil IT acceptable use policy sets out further expectations. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises;

- 21.1.2. all staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the staff code of conduct and the mobile device and camera policy (contained within the Employment Manual);
 - 21.1.3. parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful; and
 - 21.1.4. for residential and other educational visits, the visit leader will make and record an active decision about pupils' access to mobile phones, taking account of the risks and any benefits.
- 21.2. The School allows access to the internet onsite. Appropriate internet safety measures are taken to manage associated risks, including use of filters and monitoring of usage.
 - 21.3. The School's approach to online safety is set out in its online safety policy.
 - 21.4. The Proprietor ensures that the School has appropriate filtering and monitoring systems in place, having regard to the DfE's Filtering and monitoring standards, and that their effectiveness is reviewed at least once every academic year. The review is carried out by the Headmistress (as the SLT member responsible for filtering and monitoring and as DSL), with support from the School's IT provider. It includes checks that filtering is working appropriately on all internet-connected devices in all relevant locations (including EYFS devices), and a record of these checks is kept. The School takes care that "over blocking" does not lead to unreasonable restrictions on what pupils can be taught.
 - 21.5. In the EYFS, the School has regard to the DfE's guidance on screen use in the early years, as required by the EYFS statutory framework.

22. Technology planning and artificial intelligence

- 22.1. The School makes use of the DfE's 'Plan technology for your school' service to self-assess and improve its approach to filtering, monitoring, cyber security standards, and technology planning.

- 22.2. The School takes appropriate action to meet the cyber security standards for schools and has regard to the DfE's guidance on Meeting digital and technology standards in schools and colleges.
- 22.3. Where generative artificial intelligence (AI) tools are used within the School, the School has regard to the DfE's Generative AI: product safety expectations guidance and its Generative artificial intelligence (AI) in education guidance to ensure:
 - 22.3.1. appropriate capabilities and features are in place for users in educational settings;
 - 22.3.2. safeguards are in place to protect pupils from potential harms;
 - 22.3.3. staff are trained in the responsible use and deployment of AI technologies;
 - 22.3.4. pupils are educated about the safe and ethical use of AI tools; and
 - 22.3.5. the use of AI tools complies with data protection laws and the School's online safety policy.
- 22.4. Staff are aware of the safeguarding risks associated with AI. These include AI-generated or digitally altered nude or semi-nude images of children ("deepfakes"), AI chatbots and companion apps that simulate interaction with another person, and AI-generated misinformation. Any such concern is a safeguarding matter and must be reported to the DSL in accordance with this policy (see Appendix 1, sections 17 and 18).
- 22.5. Staff can find guidance on using AI safely and effectively in the DfE's online support resources for schools (developed with the Chiltern Learning Trust and the Chartered College of Teaching). Module 3 covers safeguarding, ethics, data protection and intellectual property.

23. Training

- 23.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 23.2. The level and frequency of training depends on the role of the individual member of staff.
- 23.3. The School maintains written records of all staff training.
- 23.4. All training will be carried out in accordance with the Birmingham Safeguarding Children Partnership procedures where possible.

23.5. Induction

- 23.5.1. All staff, including temporary staff and volunteers, will be provided with induction training that includes (and where relevant includes the provision of copies of):
 - (a) this policy;
 - (b) the role, identity and contact details of the DSL and her Deputies;
 - (c) the behaviour and discipline policy;

- (d) The anti bullying policy which includes details of the School's policy on cyberbullying and prejudice-based and discriminatory bullying;
- (e) the staff code of conduct including the whistleblowing policy, staff IT acceptable use policy, and social media policy;
- (f) the safeguarding response to children who are absent from education;
- (g) the School's approach to online safety including, amongst other things, an understanding of the expectations, applicable roles and responsibilities and in relation to filtering and monitoring;
- (h) safeguarding training in accordance with Birmingham Safeguarding Children Partnership procedures including guidance on managing a report of child-on-child harmful sexual behaviour;
- (i) a copy of Part one of KCSIE for all staff, including those who do not work directly with children (the DfE's "Part one: overview for all staff" may also be given as a quick reference, but does not replace Part one);
- (j) a copy of Annex A of KCSIE (Further information) for school leaders and those who work directly with children; and
- (k) appropriate Prevent duty training.

23.6. Safeguarding training

- 23.6.1. Staff not working directly with children will receive a copy of this policy and Part one of KCSIE, and will be required to confirm that they have read and understand these.
- 23.6.2. School leaders and all staff working directly with children will receive a copy of this policy and Part one and Annex A of KCSIE, and will be required to confirm that they have read and understand these.
- 23.6.3. Members of the SLT (including the Headmistress) and the Nominated Safeguarding Director will receive a copy of this policy and be expected to read all of KCSIE.
- 23.6.4. The Headmistress and all staff members will undertake appropriate safeguarding training which will be updated at least annually and following consultation with the Birmingham Safeguarding Children Partners. In addition, all staff members will receive informal safeguarding and child protection updates including online safety via email, briefings and staff meetings on a regular basis and at least annually.
- 23.6.5. Staff development training will also include training on online safety, searching pupils for prohibited and banned items, and Prevent duty training assessed as appropriate for them by the School.
- 23.6.6. Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child-on-child abuse, harmful sexual behaviour, child criminal and child sexual exploitation, female genital mutilation, cyberbullying,

prejudice-based and discriminatory bullying, prejudice-based harm (including racism and faith-based prejudice), misogyny, the safeguarding risks of AI (including AI-generated images), children who are questioning their gender, the information sharing duty and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

- 23.6.7. All Directors receive safeguarding training (including online safety) on induction. The Chair of Directors (in his role as Chair of Directors and the Nominated Safeguarding Director) will receive additional appropriate training to enable him to fulfil his safeguarding responsibilities. As part of that training the Nominated Safeguarding Director will be expected to read the entirety of KCSIE. All other Directors will be expected to read Parts one and two of KCSIE.
- 23.6.8. The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings, and professional development reviews. This includes information on how staff can report concerns occurring out of hours / out of term time and should, where appropriate, refer to the School's risk assessment for out of hours /out of term safeguarding arrangements.

23.6.9. Designated Safeguarding Lead (DSL)

- (a) The DSL and Deputy DSLs will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training and will be updated at least every two years.
- (b) In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Annex B of KCSIE;
- (c) Prevent duty training will be consistent with the Government's Prevent training for schools. See Educate Against Hate (HM Government 2018) for further details.

23.6.10. Teaching pupils about safeguarding

- (a) The School teaches pupils about safeguarding through the curriculum and PSHCE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help;
- (b) The School recognises that a one size fits all approach may not be appropriate for children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed;

- (c) Pupils are taught about harmful sexual behaviours, including sexual violence and sexual harassment, through Relationships Education (having regard to the DfE's revised statutory guidance in force from September 2026) and PSHCE appropriate to their age and stage of development. The School achieves this by exploring with pupils the following topics (including but not limited to): healthy and respectful child-to-child communication, respectful behaviour and boundaries between boys and girls and how to identify inappropriate pressures or advances from peers and/or others.
- (d) Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.
- (e) The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities so that pupils learn how to keep themselves safe online and when accessing remote learning. The Proprietor of the School has ensured that appropriate filters and monitoring systems are in place (see the online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.
- (f) The School keeps in regular contact with parents and carers to reinforce the importance of pupils being safe online and make them aware of the systems in place to filter and monitor online use and the sites pupils will be expected to access during learning.
- (g) Pupils are taught, in an age-appropriate way, about stereotyping, prejudice and equality, boundaries and kindness in relationships, body confidence and self-esteem, and online harms such as the sharing of images and AI-generated content, and when and where to seek help.

24. Monitoring and review

- 24.1. The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor as necessary and seeking contributions from staff. The DSL will update the SLT regularly on the operation of the School's safeguarding arrangements.
- 24.2. Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses with regards to safeguarding arrangements at any time will be remedied without delay.
- 24.3. This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.

- 24.4. The Proprietor will also undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. It will also undertake an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks its pupils face, and includes the annual review of the effectiveness of the School's filtering and monitoring systems (see section 21).
- 24.5. The DSL will work with the Nominated Safeguarding Director, preparing a written report commissioned by the Proprietor. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; including lessons learned and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:
- 24.5.1. inspection of records or feedback from external agencies including the Designated Officer(s);
 - 24.5.2. reports of ISI inspections;
 - 24.5.3. the outcome of any relevant complaints, claims or related proceedings; and
 - 24.5.4. press reports.
- 24.6. The Proprietor will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Proprietor will be made.

25. Record keeping

- 25.1. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. This will also help if / when responding to any complaints about the way a case has been handled by the School. Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child. These should include:
- 25.1.1. a clear and comprehensive summary of the concern;
 - 25.1.2. details of how the concern was followed up and resolved; and
 - 25.1.3. a note of any action taken, decisions reached and the outcome.
- 25.2. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection laws. The School has published on its website privacy notices which explain how the School will use personal data.
- 25.3. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 25.4. Insofar as pupil records are concerned:

- 25.4.1. Staff must record all concerns about a pupil on CPOMS, the School's record-keeping system, in accordance with the CPOMS Policy. Guidance on record keeping is set out in Appendix 2.
- 25.4.2. The DSL will open a child protection file following a report to her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

25.5. Information sharing and multi-agency working

- 25.5.1. The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.
- 25.5.2. The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. Schools have clear powers to share, hold and use information for these purposes and the data protection laws provide a framework to ensure that personal information is shared appropriately.
- 25.5.3. When the School receives a request for safeguarding information (e.g. a subject access request from a parent or a request from the police), the School will carefully consider its response to make sure that any disclosure is in accordance with its obligations under the data protection laws. The School will also have regard to its data protection policies. The School's Data Protection Lead will work with the DSL as appropriate to determine what should be disclosed.
- 25.5.4. The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of Family Help assessments, and assessments and child protection investigations under the Children Act 1989.
- 25.5.5. Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.
- 25.5.6. While the School will share information with those involved where and when it is appropriate to do so, it may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.
- 25.5.7. Information sharing duty: from 30 September 2026, the Children's Wellbeing and Schools Act 2026 places a legal duty on the School, as a relevant agency, to share information with the Local Safeguarding Partners and other relevant agencies where it is relevant to safeguarding or promoting the welfare of a

child, unless sharing it would be more detrimental to the child than not sharing it. The School has regard to the DfE's Information sharing duty statutory guidance. Consent is not needed to share information under the duty.

- 25.5.8. Staff should share information proactively and as early as possible, whether problems are first emerging or a child is already known to children's social care. When deciding what to share, the School will consider how relevant the information is (including to the current safeguarding risk), what the recipient needs to know, and whether it is clearly presented and properly contextualised. Information shared should be focused and proportionate, taking care not to leave out anything that may be relevant to understanding or managing risk.
- 25.5.9. Data protection laws do not prevent the sharing of information for safeguarding purposes. "Safeguarding of children and individuals at risk" is a processing condition that allows special category personal data to be shared without consent where appropriate. Staff who are unsure whether to share information should speak to the DSL.
- 25.5.10. The School will not provide a pupil's personal data in response to a subject access request where the serious harm test under data protection laws is met (for example, where a child is in a refuge or other emergency accommodation), and will take legal advice where in doubt.

25.6. Transfer of child protection files

- 25.6.1. Where a pupil leaves the School, the DSL will ensure that their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The file will be transferred securely and separately from the main pupil file, and confirmation of receipt will be obtained.
- 25.6.2. The DSL will also consider whether to share information with the new school in advance of the pupil leaving, particularly where this would help it to support the pupil or assess any risk to others. Where there are issues or concerns, the DSL will speak to the DSL at the new school.
- 25.6.3. When the School receives a child protection file, the DSL will make sure key staff (such as the SENCO) are aware as required, and will decide what information to share with other relevant staff and when.

26. Version control

Date of adoption of this policy	8.2.21
Date of last review of this policy	2.10.26
Date for next review of this policy	2.10.27
Policy owner (SLT)	Headmistress
Policy owner (Proprietor)	Chair of Directors

Appendix 1: Forms of abuse, neglect and exploitation and specific safeguarding risks

1. Abuse, neglect and exploitation

- 1.1. Staff should be aware that abuse, neglect and exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with the DSL (or a deputy).
- 1.2. Children can also abuse or exploit their peers online, this can take the form of abusive, harassing, and misogynistic / misandrist messages, the non-consensual making or sharing of nudes or semi-nudes (including AI-generated or digitally altered images), especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

2. Definitions of abuse and neglect

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

- 2.4. **Sexual abuse:** involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether with part of a person's body or an object (for example rape or assault by penetration), or non-penetrative acts such as masturbation, kissing, rubbing and touching over clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it. The School's policy and procedures can be found in Appendix 3. There are specific offences for children under 13, who can never provide valid consent to sexual activity, and sexual activity with a child under 16 is an offence regardless of whether they agreed to it.
- 2.5. **Neglect:** the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

3. Signs of abuse

- 3.1. Possible signs of abuse include, but are not limited to:
- 3.1.1. the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;
 - 3.1.2. there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
 - 3.1.3. the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;
 - 3.1.4. the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
 - 3.1.5. the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being;

- 3.1.6. the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
 - 3.1.7. the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and
 - 3.1.8. inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 3.2. Mental health problems may also be sign of abuse, neglect or exploitation.
 - 3.3. The Birmingham Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

4. Specific safeguarding issues

- 4.1. Statutory guidance acknowledges the following as specific safeguarding issues:
 - 4.1.1. child abduction and community safety incidents;
 - 4.1.2. children and the court system;
 - 4.1.3. unexplainable and / or persistent absences from education (see section 5 below);
 - 4.1.4. children with a parent or carer in custody;
 - 4.1.5. child criminal exploitation (including financial exploitation) and child sexual exploitation (see section 7 below);
 - 4.1.6. county lines (see section 8 below);
 - 4.1.7. modern slavery and the national referral mechanism;
 - 4.1.8. cybercrime (see section 10 below);
 - 4.1.9. domestic abuse (see section 11 below);
 - 4.1.10. homelessness and temporary accommodation (see section 30 below);
 - 4.1.11. mental health (see section 26 below);
 - 4.1.12. so-called "honour-based" abuse (including Female Genital Mutilation and Forced marriage) (see sections 12, 13 and 14 below);
 - 4.1.13. preventing radicalisation (see section 15 below);
 - 4.1.14. child-on-child abuse (see section 16 below);
 - 4.1.15. sexual violence and sexual harassment between children in schools and colleges (see Appendix 3);
 - 4.1.16. serious violence (see section 9 below);
 - 4.1.17. upskirting (see section 19 below);

- 4.1.18. making or sharing nudes and semi-nudes, including AI-generated images (see section 18 below);
 - 4.1.19. prejudice-based harm, including racism, faith-based prejudice and misogyny (see section 27 below);
 - 4.1.20. young carers (see section 28 below);
 - 4.1.21. children with medical conditions (see section 29 below); and
 - 4.1.22. children who are questioning their gender (see section 24 below).
- 4.2. Further advice and links to guidance on these specific safeguarding issues can be found in Annex A of KCSIE. Staff should be particularly aware of the safeguarding issues set out below.

5. Children absent from education

- 5.1. Unexplainable and / or persistent absences from education, particularly on repeat occasions and / or for prolonged periods, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called "honour based" abuse or risk of forced marriage. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about his / her welfare. Staff should also be alert to pupils who are on a part-time timetable or who have been repeatedly removed from the classroom, as they may need additional support.
- 5.2. Where reasonably possible the School will hold more than one emergency contact for each pupil.
- 5.3. The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).
- 5.4. This will assist the local authority to:
- 5.4.1. fulfil its duty to identify children of compulsory school age who are absent from education; and
 - 5.4.2. follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation or involvement with serious violent crime.
- 5.5. The School shall inform the local authority of any pupil who:
- 5.5.1. fails to attend School regularly; or
 - 5.5.2. has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

6. Elective Home Education (EHE)

- 6.1. Where a parent expresses their intention to remove a pupil from School with a view to educating at home, the School will work with the local authority and other key professionals to coordinate a meeting with parents where possible, ideally before a final decision has been made. This is to ensure parents have considered what is in the best interests of their child. This will be particularly important where a child has SEND, is vulnerable, and / or has a social worker
- 6.2. The Children's Wellbeing and Schools Act 2026 introduces local authority registers of children not in school and, for a child who is subject to child protection enquiries or a child protection plan, a requirement for local authority consent before the child is withdrawn for home education. The School will follow these requirements as they are brought into force.

7. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- 7.1. Both CSE and CCE are forms of abuse where an individual or group (adult or another child) takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity:
 - 7.1.1. in exchange for something the victim needs or wants e.g. money, gifts or affection; and / or
 - 7.1.2. for the financial advantage or increased status of the perpetrator or facilitator; and/ or
 - 7.1.3. through violence or threat of violence to victims (and their families).
- 7.2. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation - where this is the case, it is important that the child perpetrator is also recognised as a victim.
- 7.3. CSE and CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- 7.4. The victim may have been exploited even if the activity appears consensual.
- 7.5. CCE can include children being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, to threaten other young people, or to commit vehicle crime or serious violence.
- 7.6. Some of the following can be indicators of both CSE and CCE, including children who:
 - 7.6.1. appear with unexplained gifts, money or new possessions;
 - 7.6.2. associate with other young people involved in exploitation;
 - 7.6.3. suffer from changes in emotional well-being;
 - 7.6.4. misuse drugs and alcohol;
 - 7.6.5. go missing for periods of time or regularly come home late; or
 - 7.6.6. regularly miss school or education or do not take part in education.

- 7.7. Children who have been exploited will need additional support to help maintain them in education.
- 7.8. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- 7.9. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can children who:
 - 7.9.1. have older boyfriends or girlfriends; or
 - 7.9.2. suffer from sexually transmitted infections or become pregnant.
- 7.10. CCE can include financial exploitation. It is not possible for a child to consent to being exploited, abused or trafficked. Where a potential victim of CCE or CSE is identified, a child protection referral and a modern slavery referral (through the National Referral Mechanism) should be considered.

8. County lines

- 8.1. County lines³ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move, store and sell drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
- 8.2. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- 8.3. A number of the indicators for CSE and CCE as detailed above (and in Annex A of KCSIE) may also be applicable to children involved in county lines;
- 8.4. Additional reporting duties:
 - 8.4.1. if a child is suspected to be at risk of, or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation;

³ See the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance for more information.

- 8.4.2. where a pupil may have been trafficked for the purpose of transporting drugs, a referral to the National Referral Mechanism⁴ should be considered.

9. Serious violence

- 9.1. Indicators which may signal children are at risk from, or are involved with serious violence crime may include:
- 9.1.1. Increased absence from school;
 - 9.1.2. a change in friendships or relationships with older individuals or groups;
 - 9.1.3. a significant decline in performance;
 - 9.1.4. signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries; and
 - 9.1.5. unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).
- 9.2. Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence e.g. being male, having frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Further advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.
- 9.3. Staff must report any concern about a pupil carrying or using a weapon (or expressing an intention to do so) to the DSL. The DSL will assess the risk to the pupil and to others, taking account of wider information, and will put in place a safety and support plan where appropriate.
- 9.4. Early, evidence-based support (for example, access to trusted adults and help with social and emotional skills) is vital. The Youth Endowment Fund provides guidance on what works.

10. Cybercrime

- 10.1. Cybercrime is a criminal activity committed using computers and / or the internet. It's broadly categorised as either "cyber-enabled" (crimes that can happen off-line but enabled at scale and speed online e.g. fraud, purchasing of illegal drugs, child sex abuse and exploitation) or "cyber-dependent" (crimes that can only be committed by using a computer).
- 10.2. Cyber-dependent crimes include:
- 10.2.1. unauthorised access to computers (illegal hacking) e.g. accessing a school's computer network to look for test papers or change grades awarded;

⁴ For further information and a definition of trafficking, see: National Crime Agency - modern slavery and human trafficking and the DfE and Home Office guidance: Trafficking: safeguarding children

- 10.2.2. denial of Service (Dos or DDos) attacks or "booting" - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic;
- 10.2.3. making, supplying or obtaining malware e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with intent to commit further offence.
- 10.3. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- 10.4. The DSL (or deputy) should consider referring into the Cyber Choices programme if they have concerns. This is a nationwide programme which intervenes when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

11. Domestic abuse

- 11.1. Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That abuse can be, but not limited to, psychological, physical, sexual, financial or emotional.
- 11.2. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of this can have a detrimental and long term impact on their health, well-being, development and ability to learn.
- 11.3. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- 11.4. Further advice on identifying children who are affected by domestic abuse and how they can be helped can be found in Annex A of KCSIE. This includes details about Operation Encompass which operates in all police forces across England, helping schools and police work together to provide emotional and practical help to children.
- 11.5. Through Operation Encompass, the police notify the School (through a trained key adult, usually the DSL) before the start of the next school day when a pupil has been involved in, or exposed to, a domestic abuse incident. The DSL will consider this information as part of the pupil's wider safeguarding picture and will put appropriate support and monitoring in place.

12. So-called "honour-based" abuse

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

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

13. Female genital mutilation (FGM)

- 13.1. FGM is a form of so-called "honour-based" abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.
- 13.2. There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-43 of the Multi-agency statutory guidance on FGM (HM Government, July 2020) (pages 61 - 63 focus on the role of schools).
- 13.3. All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- 13.4. If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (January 2020) for further details about the duty.
- 13.5. Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff. The National FGM Centre has also produced FGM guidance to help schools understand their role in safeguarding girls, engaging parents and teaching about FGM.

14. Forced marriage

- 14.1. Forced marriage is also a form of so-called "honour-based" abuse. Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.
- 14.2. Since February 2023, it has been a criminal offence to cause a child to marry before their eighteenth birthday, even if violence, threats or other forms of coercion are not used. As with the pre-existing law relating to forced marriage, this applies to non-binding, unofficial 'marriages' as well as to legal marriages.

- 14.3. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling case of forced marriage (HM Government, March 2022).
- 14.4. Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: handling case of forced marriage (HM Government, March 2022) focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fmua@fcdo.gov.uk for advice and information.

15. Radicalisation and the Prevent duty

- 15.1. The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 15.2. The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 15.3. The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:
- 15.4. Extremism: "the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: (1) negate or destroy the fundamental rights and freedoms of others; or (2) undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or (3) intentionally create a permissive environment for others to achieve the results in (1) or (2)"
- 15.5. Radicalisation: "the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."
- 15.6. Terrorism: "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 must be designed to influence the government or to intimidate the public and made for the purpose of advancing a political, religious or ideological cause."
- 15.7. Although there is no single way of identifying an individual who is likely to be susceptible an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).
- 15.8. It is possible to protect vulnerable people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with managing other

safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a Prevent referral.

- 15.9. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, updated October 2025). The DfE and Home Office's briefing note: The use of social media for online radicalisation (DfE, July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

16. Child-on-child abuse

- 16.1. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online. It includes discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents, and is a safeguarding issue for both the victim and the alleged perpetrator.
- 16.2. The School's policy and procedures for dealing with child-on-child abuse can be found in Appendix 3 below.

17. Online safety

- 17.1. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life.
- 17.2. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective, whole school approach to online safety empowers a school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.
- 17.3. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
 - 17.3.1. content: being exposed to illegal, inappropriate or harmful content, for example: pornography, misinformation, disinformation (including fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism and extreme sexual or physical violence.
 - 17.3.2. contact: being subjected to harmful online interaction with other users or with generative AI applications that simulate this; for example: 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.

- 17.3.3. conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, including those generated using AI (e.g. consensual and non-consensual making or sharing of nudes and semi-nudes and / or pornography), sharing other explicit images and online bullying; and and
- 17.3.4. commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams. If pupils or staff are at risk, it should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).
- 17.4. The School ensures that it has appropriate filtering and monitoring systems in place and reviews their effectiveness at least once every academic year in accordance with KCSIE and the DfE's Filtering and monitoring standards (see section 21 of this policy).
- 17.5. The National Crime Agency's CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online Sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.
- 17.6. Pupils may come across AI tools, including chatbots and "companion" apps, outside School. Staff should be alert to the risks these present (including harmful content, inappropriate relationships with AI applications and the creation of AI-generated images of other children) and report any concerns to the DSL.
- 17.7. When responding to harmful online challenges and online hoaxes, the DSL will follow the DfE's guidance, including checking the facts before sharing information with parents, so that children are not accidentally exposed to further harmful content.

18. Making or sharing nudes and semi-nudes (including AI-generated images)

- 18.1. Consensual and non-consensual making or sharing of nudes and semi-nudes can be signs that children are at risk.
- 18.2. "Making or sharing nudes and semi-nudes" means the creation, sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline e.g. via Apple's AirDrop. Images may be taken by the child themselves or taken or created by another person, and may be digitally altered or wholly generated using artificial intelligence (sometimes described as "deepfakes" or "deep nudes").
- 18.3. The School treats all incidents of making or sharing nudes and semi-nudes, whether consensual or non-consensual and whether real or AI-generated, as safeguarding matters to be actioned in accordance with this policy.
- 18.4. Members of staff must not intentionally view any nude or semi-nude images which are reported to them, or copy, print or share the images under any circumstances. In referring any incident of sharing images, members of staff should describe the content of the images as reported to them.

- 18.5. The DSL may in exceptional circumstances view images with the prior approval of the Headmistress and only where:
- 18.5.1. it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
 - 18.5.2. it is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the pupil or parent in making a report; or
 - 18.5.3. a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable or images have been found on the School's devices or network.
- 18.6. Where viewing an image is unavoidable:
- 18.6.1. viewing should take place on School premises wherever possible;
 - 18.6.2. the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
 - 18.6.3. a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
 - 18.6.4. full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
 - 18.6.5. any member of staff who views a nude or semi-nude image should be given appropriate support.
- 18.7. If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.
- 18.8. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.
- 18.9. If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.
- 18.10. If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option). Pupils can also be supported to use the Report Remove tool (provided by Childline and the Internet Watch Foundation) to have nude images of themselves removed from the internet.
- 18.11. Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

18.12. The UK Council for Internet Safety's advice note Sharing nudes and semi-nudes: advice for education settings working with children and young people (DCMS and UKCIS, March 2024) contains details of support agencies and provides further information for schools on how to respond to incidents of sharing nudes and semi-nudes.

18.13. Advice for pupils is available at

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/online-safety/pages/sexting.aspx>

18.14. Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

19. Upskirting

19.1. Upskirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear), to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

19.2. Upskirting is a criminal offence. Attempting to commit an act of upskirting may also be a criminal offence e.g. if actions are taken to do something that is more than merely preparatory to committing the offence such as attempting to take a photograph on a telephone or camera but failing to do so because of lack of storage space or battery.

19.3. The School will treat incidences of upskirting as a breach of discipline and also as a safeguarding matter under the School's child protection procedures.

19.4. All matters relating to upskirting images and devices which may have been used in connection with an allegation of upskirting will be dealt with in a similar manner to making or sharing nudes and semi-nudes.

20. Special educational needs and disabilities or physical health issues

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

20.2. Additional barriers can exist when detecting the abuse or neglect of pupils with a SEND or certain mental or physical health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

20.2.1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration;

20.2.2. pupils with SEND or certain health conditions may be more prone to peer group pressure and isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs;

- 20.2.3. some pupils may be unable to understand the difference between fact and fiction in online content and can repeat the content / behaviour in school without understanding the consequences; and
- 20.2.4. there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.
- 20.3. Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or a Deputy) and the SENCO.
- 20.4. The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place. Further guidance is available in:
 - 20.4.1. SEND Code of Practice 0 to 25 Years
 - 20.4.2. Supporting Pupils at School with Medical Conditions
- 20.5. And from specialist organisations such as:
 - 20.5.1. The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS Service
 - 20.5.2. Mencap represents people with learning disabilities, and provides specific advice and information for people who work with children and young people.

21. Looked after children and previously looked after children

- 21.1. The Proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:
 - 21.1.1. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;
 - 21.1.2. contact arrangements with birth parents or those with parental responsibility;
 - 21.1.3. information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.
- 21.2. The DSL maintains these details, including contact details of the child's social worker.
- 21.3. The Head of Pastoral is appropriately trained and takes the lead for pupils who are looked after children.

22. Virtual school heads and kinship care

- 22.1. The School recognises that the role of the Virtual School Head has been extended to include a non-statutory responsibility to promote the educational achievement of children in kinship care, in addition to their statutory duties regarding looked-after children and children with a social worker.

- 22.2. Where the School is aware that a pupil is in kinship care, the DSL will consider whether it is appropriate to share information with the local Virtual School Head to support the pupil's educational outcomes.

23. Care leavers

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

24. Children who are questioning their gender

- 24.1. KCSIE 2026 sets out how schools should respond to children who are questioning their gender. The School will approach these matters carefully and through a safeguarding lens, in accordance with its duty to safeguard and promote the welfare of all pupils, its obligations under the Equality Act 2010 and the Human Rights Act 1998, and the premises requirements of the Education (Independent School Standards) Regulations 2014.
- 24.2. It is common for children to play, dress or take part in activities that are less typically associated with their sex. This does not, in itself, mean that a child is questioning their gender, and staff should not treat it as such.
- 24.3. The School will not initiate any form of social transition (for example, a change of name, pronouns or uniform). This section applies only where a pupil, or their parent or carer, makes a request relating to social transition. Staff must not adopt any change relating to social transition unless a School-level decision has been made.
- 24.4. Any request will be referred to the DSL, who will lead the School's response. The DSL will distinguish between a pupil who is discussing or exploring their feelings and a request for the School to make changes. They will consider the pupil's safeguarding and welfare needs in the round (including their mental health, any special educational needs, their peer relationships and their vulnerability to bullying) and seek clinical advice where appropriate. The decision will be based on the pupil's best interests, which may not always be the same as the pupil's wishes.
- 24.5. Parents and carers will be involved in the vast majority of decisions relating to social transition, and their views will be given significant weight. Only in the rare circumstances where involving parents would create a greater risk to the child than not involving them will the DSL decide what action is needed before parents are contacted. In those circumstances the DSL will consider whether a referral to children's social care is required.
- 24.6. As a primary school, the School will exercise particular caution, and support for full social transition will be agreed only very rarely. The School may explore practical options that meet a pupil's needs without full social transition, such as using a preferred first name rather than different pronouns. Staff and pupils will not be compelled to use different pronouns for a pupil, but everyone is expected to treat every pupil with kindness and respect. Bullying of any kind will be dealt with under the School's behaviour and anti-bullying policies.

- 24.7. Where a pupil tells a member of staff that they are questioning their gender but does not ask the School to make any changes, there is no reason to break that confidence unless there is a related safeguarding risk. Staff should not, however, promise absolute confidentiality, and should speak to the DSL if they have any safeguarding concern.
- 24.8. **Toilets:** the School provides separate toilets for boys and girls aged 8 and over (except where toilets are in individual rooms that can be locked from the inside and are intended for use by one pupil at a time), as required by the Education (Independent School Standards) Regulations 2014. The School will not allow any pupil to use toilets designated for the opposite biological sex, including where it is responding to a request for any degree of social transition. If a pupil does not want to use the toilets designated for their sex, the School will consider whether it can provide an alternative, such as a self-contained individual toilet, without compromising single-sex provision or the safety, comfort, privacy or dignity of that pupil or any other pupil.
- 24.9. **Changing rooms, showers and overnight accommodation:** the School will not allow a pupil aged 11 or over at the start of the school year to undress in front of a pupil of the opposite biological sex, and will not allow any pupil to use changing rooms designated for the opposite sex when responding to a request for social transition. On residential trips, pupils will not share sleeping accommodation with pupils of the opposite sex. Where a pupil does not want to use the facilities or accommodation designated for their sex, the School will consider alternatives (for example, a fully enclosed room for use by one pupil at a time, or using facilities at a different time) that do not compromise single-sex provision or anyone's safety, comfort, privacy or dignity.
- 24.10. **Sport:** where a sport needs to be played in single-sex groups for safety reasons, there will be no exceptions. Where there are no safety concerns, a request about how a pupil takes part will be considered under this section. The School will take account of the pupil's best interests, the impact on other pupils and the aim of creating safe and fair environments for all pupils, informed by guidance from national governing bodies of sport.
- 24.11. **Records:** the School will record each pupil's legal name and sex accurately in the admission register and its other records, as required by the Education (Pupil Registration) (England) Regulations 2006. The DSL will keep a clear written record of any request, the factors considered, the decision reached and the reasons for it, and of any alternative facility arrangements. These will be communicated appropriately and reviewed regularly.
- 24.12. The DSL will review any arrangements relating to social transition that were agreed before 1 September 2026 to confirm whether they remain appropriate under KCSIE 2026.

25. Children who are lesbian, gay or bisexual (LGB), or gender questioning

- 25.1. The School recognises that pupils who are or perceived to be LGB or gender questioning are vulnerable to being targeted by other children.
- 25.2. For details of how the School teaches inclusion, healthy and respectful child-to-child communication, and respectful behaviour, see paragraph 23.6.10 of the policy above.

- 25.3. All staff are aware of these vulnerabilities and the School endeavours to provide a safe space to speak out or share concerns.

26. Mental health

- 26.1. All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns, including self-harm, suicidal ideation or risk of suicide. They can also be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation.
- 26.2. Only appropriately trained professionals should attempt to diagnose a mental health problem. Staff are, however, well placed to observe pupils day to day and to notice possible warning signs. These include significant changes in behaviour, ongoing difficulty sleeping, withdrawing from social situations, not wanting to do things they usually enjoy, and physical signs of self-harm or self-neglect. Not every child who shows these signs has a mental health concern.
- 26.3. If staff have a mental health concern about a pupil that is also a safeguarding concern, they should follow this policy and speak to the DSL. If a pupil is in danger, staff should call 999 or arrange for the pupil to be taken to A&E immediately (see 8.2.6 of this policy).
- 26.4. Any interventions the School offers will be evidenced as safe and effective, and appropriate for the pupil's age and stage of development. See also the School's supporting pupils' mental health policy.

27. Prejudice-based harm, racism and misogyny

- 27.1. Racism, faith-based prejudice and other forms of discrimination are safeguarding issues. These experiences can affect a pupil's welfare, wellbeing, mental health, sense of safety and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and should report concerns to the DSL.
- 27.2. The School promotes an inclusive, anti-discriminatory culture in which racism and other discriminatory behaviour are recognised, challenged and addressed, and a culture of zero tolerance for sexism, misogyny and misandry, homophobia, biphobia and sexual harassment. Staff should never dismiss such behaviour as "banter" or "just having a laugh".
- 27.3. Staff should be aware of how much misogynistic content there is online (including from "influencers") and how it can affect children's attitudes and behaviour, even at primary age.

28. Young carers

- 28.1. A young carer is a child who provides, or intends to provide, care for another person (usually a family member with an illness, disability, mental health condition or substance misuse problem). Young carers may need additional support. Staff should be alert to signs such as lateness, absence, tiredness or anxiety. The DSL will consider whether support through Family Help, or a young carer's needs assessment by the local authority, is appropriate.

29. Children with medical conditions (including allergies)

- 29.1. An incident relating to the management of a pupil's medical condition (including an allergy) would not, in itself, warrant a referral to the Local Safeguarding Partners. A safeguarding referral will be made where the incident gives rise to a concern that, because of their medical condition, the pupil may be at increased risk of neglect, abuse or exploitation, whether within or outside their family. See also the School's first aid policy and its policy on supporting pupils with medical conditions.

30. Homelessness and temporary accommodation

- 30.1. Being homeless, or at risk of homelessness, presents a real risk to a child's welfare. Indicators include household debt, rent arrears, domestic abuse, anti-social behaviour and a family being asked to leave a property. The DSL will contact the local housing authority where appropriate. This does not replace a referral to children's social care where a child is being harmed or is at risk of harm.
- 30.2. Where the School receives a notification that a pupil is living in temporary accommodation, the DSL will consider this as part of the pupil's wider safeguarding picture and put appropriate support, monitoring and information-sharing arrangements in place.

Appendix 2: Concerns about a child - guidance for staff

1. Receiving a disclosure

- 1.1. Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 1.2. Do not ask leading questions, i.e. a question which suggests its own answer. Use "tell me, explain to me, describe to me" (TED) questioning. It is particularly important not to continue questioning a pupil if they disclose something which suggests that a criminal offence may have been committed - the Police will need to take the lead on investigating and your questioning might compromise possible criminal proceedings.
- 1.3. Take the pupil to a Named First Aider if there is a medical need and do not examine the injury yourself.
- 1.4. Reassure the pupil they are being taken seriously and they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report.
- 1.5. Do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.6. Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 1.7. Pass on the record when reporting the concern in accordance with this policy.

2. Recording a concern

- 2.1. Staff must record all concerns in writing.
- 2.2. Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 2.2.1. the pupil's details: name; date of birth; address and family details;
 - 2.2.2. date and time of the event / concern / conversation;
 - 2.2.3. a clear and comprehensive summary of the event/concern/ conversation;
 - 2.2.4. details of how the concern was followed up and resolved;
 - 2.2.5. a note of any action taken and by whom, decisions reached and the outcome;
 - 2.2.6. the name and position of the person making the record.
- 2.3. The concern should always be recorded on CPOMS, and copies of the records referred to above uploaded to CPOMS. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.
- 2.4. Each concern should be allocated to one or more categories, as follows:
 - 2.4.1. Attainment

- 2.4.2. Attendance
 - 2.4.3. Behaviour
 - 2.4.4. Bullying
 - 2.4.5. Cause for concern (When selected on its own, this category refers to a low level concern which is not specific to any of the other categories mentioned.)
 - 2.4.6. Contact with external agencies
 - 2.4.7. First Aid
 - 2.4.8. Friendship related issues
 - 2.4.9. Homework
 - 2.4.10. Medical issues
 - 2.4.11. Parental contact
 - 2.4.12. Punctuality
 - 2.4.13. Pupil concern meeting
 - 2.4.14. Safeguarding
- 2.5. Subsequent events relating to the recorded concern should be added to CPOMS as Actions.

3. Use of reasonable force

- 3.1. There are circumstances when it would be appropriate for staff to use reasonable force to safeguard pupils. "Reasonable" in these circumstances means using no more force than is needed.
- 3.2. Staff should refer to the School's behaviour and discipline policy and the staff code of conduct for more detailed guidance about the use of reasonable force.
- 3.3. The School has regard to the DfE's statutory guidance Restrictive interventions, including the use of reasonable force, in schools (in force from 1 April 2026). Any use of force must be reasonable, necessary and proportionate, and staff must consider its impact on the pupil's welfare and dignity. Each significant incident in which force or another restrictive intervention is used will be recorded and reported to the pupil's parents or carers.

Appendix 3: Dealing with allegations of child-on-child abuse (including harassment and violence)

1. Child-on-child abuse

- 1.1. Children of any age can abuse other children (often referred to as child-on-child abuse) and this can happen inside and / or outside school and / or online. This includes, but is not limited to:
 - 1.1.1. bullying (including cyber-bullying and prejudice-based and discriminatory bullying);
 - 1.1.2. abuse within intimate personal relationships between peers;
 - 1.1.3. physical abuse such as hitting, kicking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates and / or encourages physical abuse);
 - 1.1.4. sexual violence, such as rape, assault by penetration and sexual assault (including grabbing bottoms, breasts and genitalia under or over clothes, flicking bras, unwanted kisses or embraces) possibly with an online element which encourages sexual violence;
 - 1.1.5. sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
 - 1.1.6. 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;
 - 1.1.7. consensual and non-consensual making or sharing of nudes and semi-nudes, which means the creation, sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It can also involve sharing between devices offline, for example via Apple's AirDrop. Images may be AI-generated or digitally altered;
 - 1.1.8. upskirting, typically involving taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - 1.1.9. 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 include an online element);
 - 1.1.10. discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents; and
 - 1.1.11. serious physical assault and harm, or the threat of harm with a weapon.

2. The School's approach to child-on-child abuse

- 2.1. Staff understand that, even if there are no reports of child-on-child abuse at the School, it does not mean it is not happening; it may be the case that it is just not being reported. Staff understand the importance of reporting any concerns regarding child-on-child abuse to the DSL (or a DDSL in the DSL's absence).
- 2.2. Such behaviour is never accepted and should be considered as both a safeguarding issue and potentially a disciplinary one. The School will adopt a zero-tolerance approach to abuse. Downplaying certain behaviours (by, for example, dismissing sexual harassment as "banter", "having a laugh" or "part of growing up" or "boys being boys") can lead to a culture of unacceptable behaviours, misogyny, an unsafe environment for children and its worst to a culture that normalises abuse.
- 2.3. All staff should challenge inappropriate behaviour between pupils and anyone who suffers, witnesses or hears of abuse of any form between pupils is asked to report it in accordance with this policy and / or the school's behaviour and discipline and anti-bullying policies, so that appropriate action can be taken.
- 2.4. Appropriate action will involve supporting all members of the school community who may be involved as a priority. This may require investigation by the school or other agencies. Until investigations have been undertaken and findings made, the school will work on the basis that the allegations may or may not be true and undertake careful risk assessment of the welfare of those involved to determine how best to manage the situation. This should be undertaken whether or not the incident is alleged to have occurred at school, or when the pupil involved was under the school's care and whether or not the pupil is under 18, as an issue which may impact pupil welfare. Disciplinary action will follow separately, if appropriate.
- 2.5. Child-on-child abuse is a safeguarding issue for both the victim and the alleged perpetrator, and it is preventable. Staff should know how to recognise behaviours and indicators of risk early, and the School will provide timely, evidence-based support to prevent children from going on to commit abuse or violence.
- 2.6. Staff should try to be alert to when pupils might be at highest risk during the school day (for example, at break times, in less supervised areas and immediately after school).

3. Sexual violence and sexual harassment (SVSH)

- 3.1. Where the misconduct may constitute sexual violence⁵ (rape, assault by penetration, sexual assault⁶ or causing someone to engage in sexual activity without consent) or sexual harassment (unwanted conduct of a sexual nature), it should be reported to the DSL and will be managed in accordance with this policy. SVSH is never acceptable.
- 3.2. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware that it is more likely that girls will be the victims of SVSH and more likely it will be perpetrated by boys.

⁵ When referring to sexual violence the statutory guidance refers to sexual offences under the Sexual Offences Act 2003 as described above

⁶ Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom / breasts / genitalia without consent, can still constitute sexual assault).

- 3.3. SVSH can occur between two or more children of any age or sex from primary to secondary stage. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. SVSH exists on a continuum and may overlap. Addressing inappropriate behaviour (even where it seems to be relatively innocuous) can be an important intervention which helps to prevent problematic or abusive behaviour in the future by setting and enforcing clear expectations of behaviour, supporting victims and encouraging them and others to speak out and facilitating targeted support for those demonstrating harmful sexual behaviour.
- 3.4. The 2021 Ofsted report concluded that whether or not schools are aware of reported instances of SVSH in their community, it is likely to be occurring. The school acknowledges this and that children are likely to report such matters, if at all, to people they trust. All staff are therefore trained to identify signs of abuse and on how to respond to a report.
- 3.5. With younger pupils in particular, staff should consider whether sexualised behaviour is developmentally typical, inappropriate, problematic, abusive or violent. Tools such as Hackett's continuum and the Brook Sexual Behaviours Traffic Light Tool can help. Any sexualised behaviour that causes concern should be reported to the DSL.
- 3.6. Part 5 of KCSIE was substantially revised in 2026. The DSL will follow it when responding to any report of harmful sexual behaviour, sexual harassment or sexual violence.

4. Management of allegations of child-on-child SVSH

4.1. The initial report

- 4.1.1. The School recognises that it is not easy for children to tell staff about abuse. Staff are trained in signs of abuse and required to look out for them and act upon them; and to respond to all reports of abuse, however they are reported and whether they are made by victims directly or third parties.
- 4.1.2. The School acknowledges that the initial response is incredibly important and may impact not just the management of that issue, but others of SVSH. Staff are also trained in how to receive a report. Where possible they should be accompanied by the DSL or other member of staff.
- 4.1.3. They should:
 - (a) listen carefully and respectfully, reassuring the person making the report that they are being taken seriously and offer support without promising confidentiality or making a judgement about its veracity;
 - (b) where possible they should ask open questions about whether pupil(s) have been harmed, the nature of the harm or if they may be at risk of harm;
 - (c) where there is an online element, considering the searching, screening and / or confiscation of devices and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young

people. The key consideration is for staff not to view or forward illegal images of a child⁷;

- (d) explain the next steps and how the report will be progressed;
- (e) make a written record of the report (recording the facts as the child has presented them);
- (f) inform the DSL (or deputy) as soon as practically possible, if they are not involved in the initial report and then only share the report with those necessary in order to progress it.

5. DSL's considerations

- 5.1. Reports of SVSH are often complex and require difficult professional decisions to be made. Further disclosures may follow and the facts may be difficult to establish. These decisions are made on a case by case basis taking all of the circumstances into account, in the best interest of the pupils involved. The School's response is led by the DSL who will always have regard to Part 5 of KCSIE in the management of the issue.

6. School's considerations

- 6.1. The School will consider:
 - 6.1.1. the victim's wishes in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions made about investigation and support, but their wishes will not always be determinative as the school may have to take action to protect other children;
 - 6.1.2. the nature of the alleged incident (including whether it was a one-off or sustained pattern), whether a crime may have been committed and whether harmful sexual behaviour⁸ has been displayed;
 - 6.1.3. the ages and developmental stages of the children involved and any imbalance between them;
 - 6.1.4. if there is an intimate personal relationship between the children;
 - 6.1.5. whether there are any ongoing risks to those involved;
 - 6.1.6. the time and location of any incident, and any action required to make the location safer;
 - 6.1.7. the wider context.
- 6.2. Before deciding how best to support and protect those involved, the School will undertake immediate risk and needs assessments. These will be undertaken in cases of sexual violence and considered otherwise. Where appropriate, they will be discussed with those involved and their parents. This may involve suspension pending investigation. Risk and needs assessments will be recorded and kept under review in the

⁷ School staff can search pupils with their cooperation for any item. If a pupil refuses to co-operate staff may use reasonable force to search pupils if they have reasonable grounds for suspecting a pupil is in possession of a prohibited item or is likely to be used to commit an offence or cause personal injury or damage to property. The decision to use reasonable force should be made on a case by case basis. See <https://www.gov.uk/government/publications/searching-screening-and-confiscation> for further information.

⁸ Hackett's sexual behaviours across a continuum table - which helps to identify whether sexual behaviours are normal, inappropriate, problematic, abusive or violent may be helpful here.

knowledge that police investigation and criminal proceedings can take several months to conclude.

- 6.3. The School will make a proportionate response to these matters in light of the circumstances and the factors identified above. And decide what further action, if any, is appropriate.
- 6.4. The School will do all it reasonably can to protect the anonymity of children involved in sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

7. Investigations and findings

- 7.1. The School will record the findings of investigations undertaken by the police and / or the CPS, and if the police decide not to take any further action, will consider whether investigation should be undertake or commissioned by the School to enable it to determine, whether or not it is likely that the allegations are substantiated, unsubstantiated, unfounded, false or malicious. There may be circumstances whether this is not appropriate, as it may prejudice a possible future investigation, for example if a victim does not currently wish to make a victim statement. In those circumstances the School should consider whether a limited investigation is appropriate. The concerns, discussions, decisions and reasons for these should be recorded.
- 7.2. The School should continue to support those involved, with reference to the range of support options set out in Part 5 of KCSIE and should also consider whether further referral and / or disciplinary action may be appropriate against either the perpetrator where concerns are substantiated and/ or harmful sexual behaviours identified or the victim where concerns were found to be deliberately invented or malicious.

Appendix 4: Raising allegations and low level concerns

1. Key contact information

- 1.1. The list of Key School Contacts at the beginning of this policy contains details of those to whom you raise an allegation or a low level concern.

2. Purpose and application

- 2.1. **Purpose:** the School takes safeguarding extremely seriously. It is of paramount importance that we maintain an open and transparent culture in which all concerns about adults are shared promptly, responsibly and with the right person. We recognise the importance of ensuring adults who work with, or otherwise come into contact with children, do so in a way that is consistent with our values, culture and expected standards of behaviour. We also recognise that concerns may arise in several ways and from a number of sources. The purpose of this policy is to provide a framework for all concerns to be raised, recorded and dealt with effectively by the School.
- 2.2. **Application:** the Policy applies to all adults working in or on behalf of the School (whether on a paid or unpaid basis), including Directors, supply staff, trainee teachers, volunteers and contractors (Staff).
- 2.3. **Other adults:** although this policy directly relates to those who work for the School, the School recognises that its safeguarding role extends to the protection of everyone associated with it. Should concerns be raised about people who are not Staff or pupils, then they should be reported to the DSL or a DDSL who will take appropriate action and co-operate with the relevant agencies as appropriate.
- 2.4. **Statutory guidance:** this policy has regard to the following statutory guidance:
 - 2.4.1. Keeping children safe in education (September 2026) (KCSIE). Part Four of KCSIE deals with allegations made and concerns raised about staff, supply teachers, trainee teachers, volunteers and contractors, who are all adults working for, or on behalf of, the School. It distinguishes between two categories of concerns / allegations that can be raised about Staff. These are:
 - (a) concerns that do not meet the harm threshold, otherwise known as "low level concerns"; and
 - (b) allegations that may meet the harm threshold.
 - 2.4.2. Working together to safeguard children 2026 (HM Government, March 2026) (WT), which requires policies to be put in place setting out the process, including timescales for investigation and what support and advice will be available to individuals against whom allegations have been made. WT requires schools to have regard to KCSIE in order to fulfil their duties in respect of safeguarding and promoting the welfare of children.

3. Key Staff duties

- 3.1. **Staff behaviour:** all Staff must comply with the School's Code of Conduct which sets out appropriate and expected standards of behaviour.

- 3.2. **Duty to report:** as a member of Staff, you must immediately follow this policy to report any concerns you have about the conduct of a member of Staff or any other adult. This includes any concern however it arises, for example, behaviour you have witnessed, a concern raised with you by a colleague, pupil, parent or another adult, or as a result of checks or information brought to your attention.
- 3.3. **Duty to self-refer:** you must refer yourself to the Head where, for example, you have found yourself in a situation which could be misinterpreted, which might appear compromising to others, and / or on reflection if you believe you have behaved in such a way that may fall below the standards expected of you.
- 3.4. **A culture of sharing:** All Staff have a positive obligation to support the School's culture of openness and sharing without fear of reprisal.

4. What needs to be reported?

- 4.1. **Reporting all concerns:** all concerns must be raised whether they are considered to be "low level" concerns or conduct which may meet the harm threshold.
- 4.2. **Low level concerns:** a low level concern is any concern, no matter how small, and even if no more than a sense of unease or a "nagging doubt", that a member of Staff may have acted in a way that is inconsistent with expected professional standards and / or the staff Code of Conduct, whether inside or outside of work. No concern is too small or minor to raise under this policy.
- 4.3. **Concerns that meet the harm threshold:** allegations that may meet the harm threshold are those that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children, for example where the individual has:
 - 4.3.1. behaved in a way that has harmed a child, or may have harmed a child; and / or
 - 4.3.2. possibly committed a criminal offence against or related to a child; and / or
 - 4.3.3. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; and / or
 - 4.3.4. behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside the School which creates a transferable risk.
- 4.4. **Definition of Harm:** it is important to understand the types of conduct that may be harmful to children, and to recognise that harm may not be limited to the most obvious types of physical abuse. There is no single legal definition of harm but to assist your understanding of what may amount to "harm" you should consider the following:
 - 4.4.1. the Safeguarding Vulnerable Groups Act 2006 which does not give a definition of harm, encouraging people to apply a "normal, everyday meaning";
 - 4.4.2. the Children Act 1989 defines:

- (a) "harm" as "ill-treatment or the impairment of health or development [including, for example, impairment suffered from seeing or hearing the ill treatment of another]";
- (b) "ill-treatment" as including "sexual abuse and forms of ill treatment which are not physical";
- (c) "health" as "physical or mental health".

5. How to raise concerns and allegations

- 5.1. **Concerns about Staff:** where you have a concern about the conduct of a member of Staff (other than the Headmistress) whether this is a low level concern or an allegation of harm that may meet the harm threshold you must raise this immediately with the Headmistress.
- 5.2. **Concerns involving the Head and conflicts of interest:** where you identify a concern about the Headmistress, you must report the matter immediately to the Chair of Directors without first notifying the Headmistress.
- 5.3. **Concerns involving the Chair of Directors:** where you identify a concern about the Chair of Directors, you must report the matter immediately to the Local Authority Designated Officer (LADO). Details of the LADO can be found at the start of this policy.
- 5.4. **Reports to the DSL:** If it is not possible for you to make a report to the Headmistress or Chair of Directors, you must instead immediately make a report to a DDSL. The DDSL will take action in accordance with these procedures and will as soon as possible inform the Headmistress or, where appropriate, the Chair of Directors.

6. The School's response to concerns and allegations

- 6.1. **Appropriate action:** the School will ensure that appropriate action is taken to address concerns that are raised under this policy.
- 6.2. **Assessing concerns:** The Headmistress (or, if the concern relates to her, the Chair of Directors), will determine whether the concerns raised are low level or potentially meet the harm threshold. The Headmistress / DSL and the Chair of Directors have all been trained to assess concerns, and to record and address them appropriately.
- 6.3. **Low level concerns:** If the School determines the concern is a low level concern, then the School will address the concern as appropriate. This will usually involve making the individual aware of the concern against them, undertaking any investigation that may be required and may include giving management guidance and advice or invoking the School's capability or disciplinary procedures.
- 6.4. **Borderline cases:** the Headmistress (or, if the concern relates to the Headmistress, the Chair of Directors) may take advice from the LADO in borderline cases in order to establish whether the concern is a low level concern or an allegation that potentially meets the harm threshold. This may include conducting an initial "no names" conversation with the LADO about whether the harm threshold is met.

- 6.5. **Referral:** where the Headmistress (or, if the concern relates to the Headmistress, the Chair of Directors) considers the concerns raised potentially meet the harm threshold, the Headmistress (or, if the concern relates to the Headmistress, the Chair of Directors) will make a report to the LADO before further action is taken. The Headmistress (or, if the concern relates to the Headmistress, the Chair of Directors) may also seek advice from the LADO as appropriate. Where a LADO referral is appropriate, this will be made within one working day of the allegation being reported in accordance with this policy.
- 6.6. **Responding to an allegation that may meet the harm threshold:** where an allegation is made that may meet the harm threshold, the School will take advice from and co-operate with the LADO, the police, and any other external body that may be involved in the response to the allegation. The School will follow its internal procedures in order to investigate and respond to the allegation when it is appropriate to do so, and will keep the LADO informed of the action it is taking.
- 6.7. **Case Manager:** where an investigation is deemed necessary into an allegation of conduct that may meet the harm threshold, a "Case Manager" will be appointed by the School to lead the investigation. The Case Manager will be either the Headmistress or a person with appropriate authority appointed by the Headmistress. Where the Headmistress is the subject of an allegation, the Case Manager will be the Chair of Directors.
- 6.8. **EYFS provision:** the School's EYFS provision is exempt from registration with Ofsted. An allegation about a person looking after children in the EYFS will be referred to the LADO in the same way as any other allegation, and the School will consider whether to inform the DfE (see section 18.1.5 of this policy).
- 7. Disclosure of information about concerns and allegations**
- 7.1. **Informing the individual of a concern:** the School will in most cases inform the individual concerned about any low level concern that is raised about them.
- 7.2. **Informing the individual of an allegation where appropriate:** the Case Manager will consult with the LADO in order to agree if and when it is appropriate to inform the individual of the allegation.
- 7.3. **Communication and support for the individual subject to an allegation:** if and when it is appropriate to inform the individual of the allegation against them, the Case Manager will also offer appropriate pastoral support and will keep the individual informed of the timescales for the investigation under this procedure and the factors which may affect it. In all cases, the investigation will be concluded as soon as reasonably practicable.
- 7.4. **Informing the child's parents / carers where appropriate:** the Case Manager will agree with the LADO when and how the parents or carers of the child / children involved will be informed of the allegation if they do not already know of it. The Case Manager will also agree with the LADO what information shall be shared with the parents / carers of the child / children as the case progresses. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

- 7.5. **Reporting restrictions:** the School is mindful of and will comply with the reporting restrictions under section 141 Education Act 2002 which prevent the identification of a teacher who is the subject of such an allegation in certain circumstances.
- 7.6. **Involvement of external agencies:** where the LADO(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the individual subject to the allegation, or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 7.7. **Concerns about supply staff, trainee teachers and contractors:** where a concern / allegation has been made in respect of a member of supply staff or a contractor, the concern / allegation may be notified to their employer. Where a Case Manager has been appointed to investigate an allegation, the Case Manager will consult with the LADO before sharing any information with the individual's employer. Where a concern or allegation relates to a trainee teacher, the School will also inform the teacher training provider.
- 7.8. As with any safeguarding allegation, the School will follow its safeguarding procedures if it receives an allegation relating to an incident which occurred when an individual or organisation was using the School premises (eg for the purposes of running an extra-curricular activity).
- 8. Referrals to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency**
- 8.1. **Report to the DBS:** the School is under a legal duty to make a referral to the DBS where a member of Staff is removed by the School from working in regulated activity (whether paid or unpaid), or has resigned prior to being removed, because they have harmed, or pose a risk of harm to, a child. The DBS will then consider whether to impose sanctions which may restrict or prevent that person from working with children in future.
- 8.2. **Report to the Teaching Regulation Agency:** if a teacher is dismissed because they are found to have committed serious misconduct, or their conduct has breached the Teachers' Standards, or they resign prior to dismissal on such grounds, the School will also make a referral to the Teaching Regulation Agency. The Teaching Regulation Agency will consider whether to impose a prohibition order on that person which prevents them from undertaking teaching work in future.
- 9. Record keeping**
- 9.1. **Records of low level concerns:** low level concerns will be recorded in writing. The record of the concern will be retained so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed. Records of low level concerns that have been addressed with an individual will usually be kept on the individual's personnel file. In addition all low level concerns, including those that have not been addressed formally under the School's procedures, will also be stored securely in a central file (Concerns and Allegations Record).

- 9.2. **Recording low level concerns:** the Concerns and Allegations Record will set out the name of the individual involved (if an individual is named), a brief description of the concern and the context in which it arose, any investigation that has been carried out, and the outcome / result of the investigation into the concern. The name of the individual who has raised the concern should also be noted. Where that individual wishes to remain anonymous the School will try to accommodate this as far as reasonably possible, but cannot guarantee anonymity in all circumstances.
- 9.3. **Records of allegations that may meet the harm threshold:** details of allegations that may meet the harm threshold will be recorded both on the individual's personnel file and the Concerns and Allegations Record. The individual's personnel file and the Concerns and Allegations Record will include a summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken in response to the allegation.
- 9.4. **Storage and security of Concerns and Allegations Record:** the Concerns and Allegations Record will be stored within the CPOMS system and will be accessible by the Headmistress / DSL and the Chair of Directors only.
- 9.5. **Malicious or false low level concerns and allegations:** details of low level concerns and allegations found to be malicious or false will be removed from personnel records and the Concerns and Allegations Record.
- 9.6. **Retention of records:** in line with the School's records retention policy, information stored on staff personnel files about low level concerns and allegations that may meet the harm threshold, and the Concerns and Allegations Record, will be retained by the School indefinitely. The School may in future be required to produce this information if it is notified of an allegation of historic abuse relating to a current or former member of staff, if a former member of staff is accused of committing safeguarding offences elsewhere or if a former member of staff is the subject of safeguarding allegations arising elsewhere.

10. References

- 10.1. **Low level concerns:** low level concerns will not be disclosed in a reference unless they were addressed formally and resulted in a sanction under the School's disciplinary or capability policies and procedures and it is otherwise appropriate to disclose them.
- 10.2. **Allegations that meet the harm threshold:** allegations that meet the harm threshold will be disclosed in a reference if the allegation was found to be substantiated (including any cases in which any disciplinary sanction has expired). The School will not disclose information about allegations that were found to be false, unfounded, unsubstantiated, or malicious.

11. Questions

- 11.1. **Contact:** please contact the Headmistress if you have any questions about this policy.

Appendix 5: Local arrangements

- | | |
|---|---|
| 1. Early help menu | Early Help |
| 2. Local thresholds/ Escalation procedures | Right Help, Right Time |
| 3. Referral forms | Multi agency request for support form |
| 4. Allegations about adults (LADO) | LADO referral form and guidance |