AL-IKHLAAS PRIMARY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY

2026-2027

Reviewed by:

Designated Safeguarding Lead: Mrs. Sunnah Malik
Date: 1st September 2026

Deputy Designated Safeguarding Lead(s): Mrs Khaleda Begum
Date: 1st September 2026

Other:
Mrs. Shagufta Sarwar
Mrs. Kiran Iqbal

Head Teacher: Mrs Khaleda Begum
Date: 1st September 2026

Nominated Governors with safeguarding responsibilities: Mr. Imran Ashraf
Date: 1st September 2026

Next Review: August/September 2027 or earlier if required.

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Key safeguarding information

Key Staff	
Full name of School	Al-Ikhlaas Primary School
Designated safeguarding lead	Miss. Haleema Masood: 01282 618899
Deputy designated safeguarding lead(s)	Mrs. Khaleda Begum, Mrs. Rehana Kauser
Designated Prevent lead(s)	Miss. Haleema Masood
Designated teacher for looked after Children	Mrs. Shagufta Sarwar
Lead governor for safeguarding and child protection	Imran Ashraf E: i.ashraf@fountainsofknowledge.com

Key External Contacts	
Police	999
Local authority children's social care	Lancashire County Council Telephone: 0300 123 6720 Telephone (out of hours): 0300 123 6722 More information: https://www.lancashire.gov.uk/children-education-families/keeping-children-safe/tell-us-if-you-are-worried-about-a-child/
Local authority designated officer (LADO)	01772 536694 LADO.Admin@lancashire.gov.uk Tim.booth@lancashire.gov.uk
Safeguarding partner's website and any other details of local arrangements	https://www.safeguardingpartnership.org.uk/
Channel/Prevent lead	Leanne Romney (Prevent Education Officer) T: 01254 583270 E: leanne.romney@blackburn.gov.uk
Local children's centre	Ruth Bailey T: 01254 283060 Little Harwood Children's Centre E: ruth.bailey@lancashirecare.nhs.uk
Local Prevent Advice and Guidance	01772 413029
Whistleblowing National Line	0800 0280285
First Response Early Years Intervention and SupportTeam (FRIEST)	01254 587 547
Strategic Safeguarding Advice	01254 585 722 (Andrew Pickles)
Sexual Exploitation Project	01254 267790
Referrals	08450530000
Out of hours /Emergency Duty Team	08456021043
Children missing in Education	0125751733

This policy has been written with regard to the follow key documentation as listed below:

Key Documentation (including hyperlinks)
C&YP schools guides (npcc.police.uk)
Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)
Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)
Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk)
Children missing education - GOV.UK (www.gov.uk)
Data protection: toolkit for schools - GOV.UK (www.gov.uk)
DBS Identification Checking Guidelines
Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)
Education inspection framework
Guidance for Safer Working Practice
Guidance for the Employment of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachers
HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage (publishing.service.gov.uk)
Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)
Keeping children safe in education - GOV.UK (www.gov.uk)
Mental health and behaviour in schools - GOV.UK (www.gov.uk)
Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)
Promoting Fundamental British Values Through SMSC
Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)
Recruit teachers from overseas - GOV.UK (www.gov.uk)
Regulated activity with children in England (DBS)
Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
Searching, screening and confiscation (publishing.service.gov.uk)
Sexual violence and sexual harassment between children in schools and colleges - GOV.UK (www.gov.uk)
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)
Teacher Status Checks - Employer Access Online
Teaching online safety in schools - GOV.UK (www.gov.uk)
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Working together to safeguard children - GOV.UK (www.gov.uk)
Keeping children safe in education 2026 - GOV.UK
Working Together to Safeguard Children 2026 - GOV.UK
Early years foundation stage statutory framework for group and school-based providers 2026 - GOV.UK
Cyber security standards for schools and colleges - GOV.UK
Mobile phones in schools - GOV.UK

Useful Sites	
Brook	Home Office FGM e-learning
UK Safer Internet Centre	ThinkuKnow
Educate Against Hate	DisrespectNobody
Home Office PREVENT e-learning	NSPCC

Introduction

1. Our school recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. In all our schools, we endeavour to provide a safe and welcoming environment where children are respected and valued.
2. It applies to all staff (teaching and no-teaching), governors, and volunteers.
3. Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, the school has systems in place which are designed to:

2026 statutory framework update

This policy has regard to Keeping Children Safe in Education (KCSIE) 2026, in force from 1 September 2026, and Working Together to Safeguard Children 2026.

This policy has regard to the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, together referred to as data protection laws in KCSIE 2026.

This policy has regard to the Equality Act 2010, including the Public Sector Equality Duty, and the Human Rights Act 1998.

This policy reflects the Crime and Policing Act 2026 where relevant to regulated activity and safer recruitment.

For Reception and any other school-based early years provision, section 3 of the Early Years Foundation Stage statutory framework for group and school-based providers (2026) must be read alongside KCSIE 2026.

- Prevent unsuitable people working with, or coming into contact with pupils within school
- Promote safe practice and challenge poor or unsafe practice
- Identify pupils who are suffering or likely to suffer significant harm[1] and take appropriate action with the aim of making sure they are kept safe both at home and at school
- Identify pupils who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies
- Contribute to effective partnership working between all those involved with providing services for pupils

4. There are three main elements to the Safeguarding and Child Protection policy:
   - Prevention – a commitment to early help and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of pupils and keep children safe
   - Protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Safeguarding Partners procedures)
   - Support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that pupils, staff, and families are supported appropriately

Aims

5. To ensure that all practices of a school and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people – pupils' welfare is of paramount importance.
6. To emphasise how safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, governors, and volunteers.

7. To detail the procedures to follow to ensure the safe recruitment of staff, governors, and volunteers to a school.
8. To outline the safe working practices that all staff, governors, and volunteers should undertake when working with young people at a school.

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[1] Significant harm can be defined as 'the ill-treatment or impairment of health and development of a child or young person' where:

- development includes physical, intellectual, emotional, social or behavioural development
- health includes physical and mental health
- ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

9. To communicate clear procedures for identifying, reporting, and recording suspected cases of abuse, extremism, and radicalisation.
10. To support the mission, vision and values of the school and its establishments.
11. Explicitly prohibit the use of corporal punishment.

Who is responsible for the policy?

12. The school has overall responsibility for the development and effective operation of this policy.
13. The local governing body and senior leadership team has a specific responsibility to ensure the fair application of this policy and all are responsible for supporting colleagues and ensuring its success.
14. This policy must be implemented alongside the procedural guidance set out by the local authority.

Terminology

15. **Allegation** is where it is alleged that a person who works with children has behaved in a way that has harmed a child, or may have harmed a child, possibly committed a criminal offence against or related to a child or, behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
16. **Child** and **children** refer to children and young people under the age of 18 years. However, the principles of the document apply to professional behaviours towards all pupils, including those over the age of 18 years. 'Child' should therefore be read to mean any pupil at the education establishment.
17. **Child In Need (CIN)** refers to a child who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority (Children Act 1989).
18. **Children Missing Education (CME)**, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important that the school's response to children missing education supports the identification of such abuse and also helps prevent the risk of them going missing in future. This includes when problems first emerge but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:
    - Schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the department's statutory guidance: Children missing education (DfE 2016)
    - General information and advice for schools can be found in the government's Missing Children and Adults strategy (Home Office, 2011)

19. **Child on child abuse** occurs when children abuse other children. As outlined in KCSIE part 5, this is most likely to include, but may not be limited to:
    - Bullying (including cyberbullying)
    - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
    - Sexual violence, such as rape, assault by penetration and sexual assault
    - Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
    - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
    - Nudes and semi-nudes, including digitally altered or AI-generated imagery.
    - Initiation/hazing type violence and rituals
20. **Child protection (CP)** refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm (Children Act 1989).
21. Child sexual exploitation (CSE) and child criminal exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse 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 as to gain compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. (Keeping children safe in education, DfE, 2026).
22. **Domestic abuse** is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:
    - Can happen inside and outside the home
    - Can happen over the phone, on the internet and on social networking sites
    - Can happen in any relationship and can continue even after the relationship has ended
    - Both men and women can be abused or abusers
23. **Early Help:** Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
    - Is disabled and has specific additional needs
    - Has special educational needs (whether or not they have a statutory education, health, and care plan)
    - Has a mental health need
    - Is a young carer
    - Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- Is showing signs of harmful sexual behaviours
- is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Is persistently absent from education (Keeping children safe in education, DfE, 2026)

Family Help (2026)

KCSIE 2026 distinguishes community-based early help from the targeted early-help level of Family Help. All staff should understand local Family Help assessment and referral arrangements, including thresholds for targeted early help, section 17 support and section 47 child protection intervention. Concerns should be shared with the DSL promptly so that support can be coordinated before needs escalate.

24. **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent strategy, Home Office, 2011).
25. Female Genital Mutilation (FGM) is a procedure 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 (Keeping children safe in education, DfE, 2026).
26. **Ideology** is defined as a set of beliefs (Prevent Strategy, Home Office, 2011).
27. **Low-level concern** is defined as any concern had about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold, or is otherwise not serious enough to consider a referral at the time of its reporting. Low-level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice.
28. **Mental health** problems can affect many of our young people. These include depression, anxiety and conduct disorder and self-harm and often have a direct response to what is happening in their lives. Such problems also be indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. If staff have a concern about a child's mental health that is also a safeguarding concern, then immediate action should be taken.
29. **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence (Prevent duty guidance, Home Office, 2015, updated 2021).
30. **Parent** refers to birth parents and other adults who have legal responsibility for the child, for example stepparents, foster carers and adoptive parents or legal guardian(s).
31. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Keeping children safe in education, DfE, 2026).
32. **Safeguarding and promoting the welfare of children i**s defined for the purposes of this policy as:
    - protecting children from maltreatment, whether within or outside the home, including online.

- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes

(Keeping children safe in education, DfE, 2026).

33. **Staff and adults** refer to all those who work with pupils in an educational establishment, in either a paid or unpaid capacity. This would also include, for example, those who are not directly employed by the school or setting, e.g., local authority staff, sports coaches, governors, or trustees.

34. Terrorism is defined as 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 according to the Terrorism Act 2000 (TACT 2000). The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause (Prevent Duty Guidance, Home Office, 2015, updated 2021).
35. Nudes and semi-nudes (updated definition): the creation, sending or posting of nude or semi-nude images by people under 18. Images include photographs, videos and livestreams and may be self-generated, created by another person, digitally altered or wholly generated using artificial intelligence, including deepfakes or deep nudes.
36. Data protection laws: the Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
37. Victim / alleged perpetrator: these are widely used safeguarding terms, but not every child who has experienced abuse will identify as a victim. Staff should use appropriate, child-sensitive terminology and avoid language that blames or shames children.
38. Generative AI (safeguarding context): artificial intelligence tools capable of producing text, images, audio or video, including applications that simulate interpersonal contact or create synthetic sexual imagery. Harmful interaction with generative AI can be an online contact risk.

39. Corporal Punishment

The United Nations Committee on the Rights of the Child defines corporal or physical punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.

This mostly involves hitting children, with the hand or with an implement. But it can also involve kicking, shaking or throwing children, scratching, pinching, biting, pulling hair, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion. In addition, there are other non-physical forms of punishment that are also cruel and degrading. These include punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

Any form of corporal punishment is prohibited. Any concerns should be reported to DSL.

The school's commitment

40. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
41. The school is committed to providing safe, caring, and welcoming environments where every child is able to reach their full potential free from harm, abuse, and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted

adults helps all children, especially those at risk of or suffering abuse, to thrive.

42. Schools are alert to the signs of abuse, neglect and radicalisation and follow procedures to ensure that children receive effective support, protection, and justice.
43. Schools will work with social care, the police, health services and other services (such as Channel co-ordinators/police practitioners where appropriate) to promote the welfare of children and protect them from harm.

Role of the School

44. The school has responsibility for development and review of this policy and for ensuring compliance with the relevant statutory framework. The policy is designed to ensure that effective systems and procedures are in place to safeguard and promote the welfare of young people.

Role of the governing body

45. The school's governing body will ensure that a whole-school approach is taken to safeguarding. This means ensuring safeguarding and child protection are at the forefront and ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, the school's governing body and school leaders will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.
46. The governing body is expected to:
    - Monitor the school's compliance with the Safeguarding and Child Protection policy and ensure that it is provided to and read by all staff – including temporary staff and volunteers on induction
    - Ensure all staff, including staff who do not work directly with children, read Part One of KCSIE 2026 in full on induction. The former condensed Annex A reading route has been withdrawn. The KCSIE Part One overview is a quick-reference aid only and does not replace Part One.
    - Have a lead person for safeguarding and child protection on the governing body who liaises with the head teacher and designated safeguarding lead (DSL) on these matters

- Ensure that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (DfE, 2026) including providing a coordinated offer of early help when additional needs are identified, contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing the local authority to conduct a section 17 or section 47 assessment
- Recognise the importance of information sharing between professionals and local agencies
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018
- Ensure that school systems and procedures take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Safeguarding Partners
- Verify that the school operates safer recruitment procedures and fulfils its statutory duty to ensure that appropriate checks are carried out on all staff and volunteers at the school
- Ensure that the school has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance and Keeping children safe in education (2026)
- Ensure that the school has clear steps for dealing with low level concerns raised against members of staff and volunteers that comply with locally agreed guidance and Keeping children safe in education (2026)
- Ensure the Staff Code of Conduct is upheld and provided to all staff including temporary members of staff
- Ensure that a senior leader(s) (designated safeguarding lead) in the school is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care and where appropriate Channel co-ordinators/police practitioners
- Ensure that the designated safeguarding lead(s) within school take part in regular training from relevant agencies including local Safeguarding Partners
- Ensure that a senior leader in the school is designated to promote the educational achievement of children who are looked after by the local authority and to ensure that this person has appropriate training
- Ensure the school, in the exercise of its function, fulfils its duty to have "due regard to the need to prevent people from being drawn into terrorism"
- Ensure that the designated safeguarding lead(s) receives regular training from appropriate agencies with regard to the Prevent agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation
- Ensure there are procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (this is a legal duty and failure to refer when the criteria is met is a criminal offence)
- Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues
- Ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of training on child protection issues
- Ensure appropriate safeguarding procedures and responses are in place for children who go missing in education
- Ensure there are procedures in place to handle allegations against other children

- Ensure there is a clear accountability for the commissioning and/or provision of the services designed to safeguard and promote the welfare of children
- Ensure school staff fulfil their statutory duty to report to the police any discovery that female genital mutilation appears to have been carried out on a girl under 18
- Where services of activities are provided on the school premises by another body, ensure the body concerned has the appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate
- Ensure it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social and health education (PSHE), and/or through relationship, sex and health education (RSHE)
- Ensure the school has appropriate filters and monitoring in place to ensure children are safeguarded from potentially harmful and inappropriate online material
- Ensure a named member of the senior leadership team has lead responsibility for filtering and monitoring, working with the DSL and IT support, and ensure the effectiveness of filtering and monitoring is reviewed at least once every academic year.
- Ensure robust DSL cover arrangements are in place whenever the DSL is unavailable so safeguarding concerns continue to be received, monitored and acted upon without delay.
- Ensure safeguarding arrangements address generative AI, AI-generated or AI-altered imagery, information security and cyber security.
- Promote an inclusive, anti-discriminatory safeguarding culture in which racism, faith-based prejudice, misogyny, misandry and other discriminatory or prejudicial harm are recognised, challenged and addressed.
- Ensure safeguarding expectations extend to sport, PE, school premises, clubs, trips and activities delivered by third parties, with clear accountability for concerns or allegations arising in those contexts.
- Ensure all systems within school have the child's best interest at heart

47. For the purposes of accountability, the governing body will receive a termly update on safeguarding as part of the head teacher's report.

Role of the Head Teacher

48. The head teacher is expected to:

- Ensure that the Safeguarding and Child Protection policy and procedures are implemented and followed by all staff
- Ensure the Designated Safeguarding Lead(s) (their responsibilities are set out in Appendix 1) is given the time, funding, training, resources, and support 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
- Identify a designated teacher with responsibilities for promoting the educational achievement of looked after children (LAC) who is expected to undertake appropriate training (their responsibilities are set out in Appendix 2)
- Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues
- Act as the case manager who will liaise with the local authority designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer

- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- Ensure that all staff feel able to raise concerns relating to the behaviours or actions of staff members or volunteers and ensure there is a process for staff to follow to raise such concerns
- Ensure that there is an agreed recording mechanism in place for monitoring allegations against staff
- Ensure that pupils' safety and welfare is addressed through the curriculum
- Ensure appropriate arrangements are in place to ensure staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18
- Ensure the school has arrangements in place to fulfil its duty to have 'due regard to the need to prevent people from being drawn into terrorism'
- Ensure the school has arrangements in place to monitor and respond to children who go missing from education
- Where applicable, ensure the school fulfils its responsibility to complete the Section 57/175 Audit in liaison with the Safeguarding Partners
- Ensure the school fulfils its responsibility to complete a Prevent risk assessment
- Ensure the school Single Central Record is regularly reviewed

Role of the designated safeguarding lead(s)

49. The designated safeguarding lead should be a member of the senior leadership team and their responsibilities will be set out in their job description (Appendix 1).
50. All safeguarding concerns, suspicions and disclosures are reported to the school's designated safeguarding lead for safeguarding and child protection.
51. The designated safeguarding lead will:
    - Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
    - Ensure each member of staff has access to and understands the Safeguarding and Child Protection policy and procedures and has read Part One of Keeping Children Safe in Education (DfE, 2026) in full.
    - Ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues
    - Be alert to the specific requirements of children in need, those with special educational needs and or disabilities, young carers, and any other vulnerable groups
    - Keep detailed, accurate, secure records of concerns and referrals
    - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
    - Work with the school in the annual review of the Safeguarding and Child Protection policy and procedures
    - Ensure the Safeguarding and Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
    - Where applicable, complete the local authority 157/175 Audit
    - Complete an annual Prevent risk assessment
    - Link with appropriate outside agencies to ensure staff receive training on the Prevent agenda, and the means by which to identify extremism and prevent radicalisation and what to do to

support them
- Understand the Channel Panel referral system
- Keep a record of staff attendance at safeguarding and child protection training
- Have explicit understanding of the filtering and monitoring systems and processes in place at the school, with this responsibility reflected in the DSL job description.
- Understand the 2026 Family Help arrangements and local thresholds for targeted multi-agency support and statutory intervention.
- Be alert to safeguarding risks affecting young carers, children with medical conditions and children whose circumstances create additional vulnerability.
- Ensure child protection file transfers include a clear structured safeguarding summary which distinguishes current from historic concerns and identifies ongoing support and risk-management needs.
- Consider whether it is appropriate to share any information with the new school in advance of a pupil leaving, in addition to the child protection file. Keeping children safe in education (DfE 2026), gives the example of information that would allow the new school to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival
- Where children leave the school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Take the lead with early help support where appropriate (Keeping children safe in education, DfE, 2026)
- Ensure school staff are aware of their statutory duty to report to the police any discovery that female genital mutilation appears to have been carried out on a girl under 18
- Where applicable, ensure that the school has suitably trained key adults in order to fulfil its obligations under Operation Encompass
- Where applicable, ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website

52. In managing referrals, the designated safeguarding lead will:
    - Refer all cases of suspected abuse to the local authority children's social care team and:
        - The local authority designated officer (LADO) for child protection concerns for all cases which concern a staff member
        - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
    - Use the NPCC guidance for when to call the police
    - Liaise with the head teacher to inform them of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations
    - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

53. At least one deputy designated safeguarding lead will be identified in school and trained to the same standard as the designated safeguarding lead. The designated safeguarding lead will, however, take lead responsibility.

54. During term time, the designated safeguarding lead and/or deputy designated safeguarding lead will always be available (during school hours) for staff to discuss safeguarding concerns.

Appropriate cover will also be put in place to cover out of hours/out of term time activities.

55. DSL cover arrangements

To ensure continuity of safeguarding responsibilities, the school will maintain robust cover arrangements for periods when the DSL is unavailable because of illness, leave or other absence. An appropriately trained deputy will have secure access to the information needed to act on concerns. Where used, a confidential password-protected shared safeguarding mailbox or equivalent system will ensure concerns are received, monitored and acted upon without delay. Staff must not delay reporting because the usual DSL is unavailable.

Role of staff

56. All staff have a responsibility to provide and maintain a safe environment in which to learn.
57. All staff have a responsibility to identify children who may benefit from early help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.
58. All staff are expected to:
    - Read Part One of Keeping Children Safe in Education (KCSIE) 2026 in full. This applies to every member of staff, including those who do not work directly with children, because the condensed Annex A reading route has been withdrawn.
    - Be alert to racism, faith-based prejudice, misogyny, misandry, homophobia, disability discrimination and other prejudicial or discriminatory behaviour as potential safeguarding concerns and report concerns in line with school procedures.
    - Understand that safeguarding harms can overlap and compound one another and that a child may be both harmed and drawn into harmful behaviour at the same time.
    - Be aware that child-to-parent or caregiver abuse can be a safeguarding concern for the child and family and should be shared with the DSL where there are concerns about harm, coercion, fear or risk.
    - Be aware of systems within the school which support safeguarding (e.g. Safeguarding and Child Protection policy, Staff Code of Conduct, identity and role of the designated safeguarding lead) and how to report safeguarding concerns
    - Be aware of the early help process and understand their role in it, including liaising with the designated safeguarding lead, sharing information and in some cases acting as the lead professional. The following indicators help staff recognise the potential need for early help:
        - The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
        - The child is at risk of modern slavery, trafficking or exploitation
        - The child is showing early signs of abuse and/or neglect
        - The child is at risk of being radicalised or exploited
        - The child is a privately fostered child
    - Be aware that children 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
    - Be aware of the process for making referrals to children's social care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments
    - Be familiar with, and implement, safe working practices outlined in this policy (Appendix 3) and other school procedures
    - Be familiar with and alert to the key indicators of abuse, neglect, and vulnerability to

radicalisation

- Ensure that they take all reasonable steps to minimise the risk of harm to young people at the school and home
- Ensure they take all reasonable steps to challenge extremist ideologies
- Contribute to a supportive culture where young people are able to report concerns
- Involve the appropriate member(s) of staff when a child informs them that he/she is being abused (Keeping children safe in education, DfE, 2026)
- Report any abuse, suspected abuse, or concerns regarding extremism/radicalisation to the designated safeguarding lead(s) immediately and, where required, support social workers to take decisions about individual children
- Report any concerns regarding the behaviour of an adult working at the school to the head teacher; and if the concern is regarding the head teacher, then report this to the chair of governors
- Undertake annual safeguarding and child protection and Prevent training
- Maintain an attitude of 'it could happen here'
- Promote fundamental British values (democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs)
- Liaise with the designated safeguarding lead to report to the police any discovery that female genital mutilation appears to have been carried out on a girl under 18
- Discuss any concerns with the designated safeguarding lead relating to possible indicators that a child may be vulnerable to female genital mutilation
- Be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
  - Bullying (including cyberbullying)
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - Sexual violence, such as rape, assault by penetration and sexual assault
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
  - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - Sexting (also known as youth produced sexual imagery)
  - Initiation/hazing type violence and rituals
- Be clear as to the school's policy and procedures with regards to child on child abuse (Keeping children safe in education, DfE, 2026)

Confidentiality

59. All staff are expected to:
    - Ensure that information they receive about pupils is treated in a discreet and confidential manner
    - Seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
    - Be cautious about passing information to others about a pupil

60. School leaders should ensure that all staff who need to share 'special category personal data' are

aware that the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition.

61. Information sharing - 2026

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe. Staff should share relevant information with the DSL and safeguarding partners when necessary, proportionate and lawful, record the rationale for significant decisions, and seek advice rather than withholding information because of uncertainty about data protection.

Where information is shared, staff should consider the nature and urgency of the risk, what information is necessary, who needs it, and any risk created by sharing or not sharing. The school will have regard to current DfE information-sharing guidance and statutory duties.

Role of the every child matters group

62. The 'Every child matters' (ECM) group will play an important role in safeguarding and promoting the welfare of children in the school. The aim of the ECM group is to:
    - Enhance the school's provision for the safeguarding and promotion of the welfare of pupils
    - Provide a comprehensive pupil support package that will allow the school to put into place support measures which are fully inclusive and wide ranging
    - Ensure that pastoral support to pupils is personalised and responsive to need
    - Ensure that pupils with personalised pastoral needs make good to outstanding academic progress in line with their peers in school
    - Ensure that external support is sought where relevant and appropriate for particular pupils with complex pastoral needs or who are from 'vulnerable groups'

63. The ECM group will maintain a risk register of vulnerable pupils who require sustained pastoral support. Pupils will be assessed against criteria for referral based on the local authority's 'continuum of need and response' and guidance related to extremism and radicalisation as part of the Prevent agenda.

64. The risk register will place all pupils in the school into one of five categories:
    - **Category 0** – Pupils who have no discernible pastoral needs or have needs which are met through general provision in the school. *This group will not be addressed by the ECM Group*
    - **Category 1 – Universal**
      Pupils who have a discernible pastoral need, but there is a low risk and impact of harm to development. The needs and risks are met through universal services or single specific

agency response. *The ECM group will briefly discuss provision for each pupil in this category, if practical to do so*

- **Category 2 – Some unmet needs and low risk**
  Pupils who have several or complex discernible needs, but there is a low risk and impact of harm to development. The needs and risks are met through universal services or a targeted service response. *The ECM group will discuss, agree and review provision for each pupil in this category*
- **Category 3 – Higher levels of unmet needs and medium risk Children in Need (CIN) s.17 Children Act (1989)**
  Pupils who have several or complex discernible needs, and there are higher levels of unmet needs and a medium risk of harm to their development. Problems are sustained and persistent and have not been possible to resolve at the previous levels. The need requires a multi-agency approach and a referral to children's social care for a Statutory Single Assessment. *The ECM group will discuss, agree and review provision for each pupil in this category.*
- **Category 4 – Significant unmet needs and high-risk child protection (CP) and looked after children s.47 Children Act (1989)**
  Pupils who have significant unmet needs and are most immediately vulnerable, where there is a substantial high risk and impact of harm to their development. The need requires urgent child protection and safeguarding response through children's social care. *The ECM Group will discuss, agree and review provision for each pupil in this category.*

65. Pupils who are named on the attendance, punctuality and behaviour risk register that fall into categories 3 and 4 will also be discussed at the ECM group to agree and review interventions. The ECM group will meet half-termly to agree and then review strategies for pupils placed in category 3 and 4 and category 2 if practical to do so.

Safeguarding information for pupils to build resilience, awareness and keep children safe

66. The school recognises that high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult helps all pupils, and especially those at risk of, or suffering from, abuse.
67. The school will therefore:
    - Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to
    - Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty
    - Ensure pupils are aware of the Safeguarding and Child Protection policy and the designated safeguarding lead(s)
    - Provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental, and physical development of young people
    - Include in the curriculum activities and opportunities for PSHE/Citizenship/RHE/RSHE which equip pupils with the skills they need to stay safe from abuse (including recognising and managing risk, resisting pressures, healthy relationships) and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

- Embed opportunities for children and young people to learn right from wrong, mix and share with children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes
- Promote community cohesion through partnership work and community service activities
- Ensure it has appropriate online filters and monitoring systems in place
- Develop and deliver a curriculum to safeguard children online, all staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and children are at risk of abuse online as well as in day-to-day life which will in many cases take place concurrently via online channels and in daily life
- Implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering
- Embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the school curriculum and all activities in and out of school
- Ensure that, wherever possible, every effort is made to establish effective working relationships with parents and colleagues from other agencies
- Make arrangements for consulting with and listening to pupils through the pupil council, displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics including terrorism and extremist ideologies

Safeguarding information for parents

68. The school will ensure the Safeguarding and Child Protection policy is available publicly via the school website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the school in this.
69. Parents will be expected to support the school's ethos and the Safeguarding and Child Protection policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

Emergency contacts for children

70. Wherever possible, the school will hold more than one emergency contact number for their pupils. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern (Keeping children safe in education, DfE, 2026).
71. For children who are looked after, emergency contacts must include the virtual head teacher and their social worker.

Use of school premises for non-school activities

72. Where governing bodies hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) the school will ensure that appropriate arrangements are in place to keep children safe.
73. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.

74. The school will therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

75. The school will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement (Keeping children safe in education, DfE, 2026).

76. Safeguarding in sport and school premises - 2026

Safeguarding applies to PE, sport, clubs and activities delivered by school staff or third-party coaches and providers. The school will ensure appropriate supervision, safer recruitment/checks, clear reporting routes and risk assessment. Where single-sex sport is necessary for safety, the school will follow KCSIE 2026 and applicable equality law.

The school will comply with the School Premises (England) Regulations 2012 and, where applicable, the Education (Independent School Standards) Regulations 2014. Pupils must not use toilets or changing facilities designated for the opposite biological sex. For pupils aged 8 and over, separate toilets for boys and girls will be provided unless a toilet is a self-contained, lockable room for use by one pupil at a time.

Using ICT

77. In using ICT in school, the school will ensure:

- A named member of the senior leadership team has lead responsibility for filtering and monitoring, working with the DSL and IT support.
- Security software is installed on all PCs, laptops and the network to filter inappropriate internet sites
- Security software prevents access to social networking sites
- Anti-viral software is installed on all PCs, laptops and the network and renewed as required
- The use of the internet is monitored using security software to ensure effective safeguarding within and beyond the school
- All network access points are placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- All wireless access points are secured using administrative passwords

78. In using ICT (laptops and PCs), all staff are expected to report indecent images found on a computer to a senior leader as soon as possible.

79. The Four Cs of online risk

Content: exposure to illegal, inappropriate or harmful material, including pornography, racism, misogyny, self-harm and suicide content, extremism, misinformation, disinformation and conspiracy theories.

Contact: harmful online interaction with other users or with generative AI applications that simulate interpersonal interaction, for example grooming or an adult posing as a child.

Conduct: online behaviour that increases the likelihood of, or causes, harm, including making, sending or receiving explicit images (including AI-generated images) and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams.

80. Filtering and monitoring - annual review

The named senior leader responsible for filtering and monitoring will work with the DSL and IT support to review the effectiveness of the provision at least once every academic year. The review will include checks that filtering works appropriately on internet-connected devices in relevant locations, record checks and actions, confirm that relevant staff understand systems and escalation routes, and consider pupil age, vulnerability, patterns of access and proportionality to safeguarding risk.

81. Generative artificial intelligence

The school recognises safeguarding risks associated with generative AI, including AI-generated or altered sexual imagery (deepfakes/deep nudes), harmful interaction with AI chatbots or companion applications, misinformation, bullying, grooming and exploitation. Any AI-generated or AI-altered sexual imagery involving a child will be treated as an image-based safeguarding concern and referred to the DSL immediately.

Staff and pupil use of generative AI will be governed by the ICT Acceptable Use Policy, online-safety arrangements and relevant DfE guidance, including age-appropriate access controls, supervision and data-protection considerations.

82. Cyber security and information security

Protecting personal information and maintaining appropriate cyber-security and information-security systems form part of the school's wider safeguarding responsibilities. Staff must follow school security procedures and report suspicious activity, compromised accounts, inappropriate access or data-security concerns promptly.

Monitoring safeguarding arrangements

83. At the start of every academic year, senior leaders will scrutinise their safeguarding practice by completing a self-assessment of the safeguarding checklist (Appendix 4).
84. The validation of the checklist will be completed by the school's safeguarding leads in collaboration with the designated safeguarding lead in school.
85. Following the validation of the checklist, a joint action plan will be compiled where required, and regular review dates will be agreed.
86. Safeguarding data will be collected regularly to inform the safeguarding dashboard which will be used as a mechanism of reporting safeguarding strengths and weaknesses to the governing body

Extended school, off-site arrangements, and alternative providers

87. This policy is also applicable to all pupils undertaking extended service activities. Where extended school activities are provided by and managed by the school, our own Safeguarding and Child Protection policy and procedures apply.
88. If other organisations provide services or activities on our site, the school will check that they have appropriate procedures in place, including safer recruitment procedures.
89. When pupils attend off-site activities, the school will check that effective safeguarding and child protection arrangements are in place. This includes alternative provision and managed moves.
90. All organisations will be vetted to ensure pupils are not exposed to inappropriate political or controversial messages or activities.
91. Alternative Provision SOPWhere a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. In line with the Alternative Provision SOP the school should obtain written confirmation from the alternative provider that appropriate

safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff (Keeping children safe in education, DfE, 2026).

Recognising abuse

92. Abuse is 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. A child may be abused in a family or institutional setting or community setting by those known to them, or more rarely by others. They may be abused by an adult or adults or another child or children.

93. Abuse can take many forms. Abuse, safeguarding issues and neglect are rarely standalone events that can be covered by one definition or label. Knowing what to look for is vital to the early

94. Overlapping harms and child-to-parent/caregiver abuse

Safeguarding harms can overlap, occur online and offline, and involve family, peer, community or organised contexts. Child-to-parent or caregiver abuse may include physical, emotional, coercive or controlling behaviour by a child towards a parent or caregiver. Staff should consider the needs and safety of the child as well as the wider family and report concerns to the DSL.

identification of abuse and neglect. If a staff member is unsure, they must always speak to the designated safeguarding lead.

Physical abuse

95. Physical abuse is any form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Possible signs of physical abuse include:

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- Inconsistent accounts for the cause of injuries

Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

  It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

  These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Possible signs of emotional abuse include: Emotional abuse may include verbal abuse such as persistent criticism, belittling, name-calling, humiliation or other behaviour that undermines a child's self-worth or emotional development.

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away
- Stealing
- Lying

Sexual abuse

96. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Possible signs of sexual abuse include:
    - The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
    - Sexual activity through words, play or drawing
    - Repeated urinary infections or unexplained stomach pains
    - The child is sexually provocative or seductive with adults
    - Inappropriate bed-sharing arrangements at home
    - Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares which sometimes have overt or veiled sexual connotations
    - Eating disorders such as anorexia or bulimia

Neglect

97. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

Recognising extremism and radicalisation

98. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". 'Having due regard' means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 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.

99. The following guidance provides examples of potential indicators for assessing an individual's vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways; there is not simple profile. The guidance is written with regard to the Home Office guidance "Channel: Protecting vulnerable people from being drawn into terrorism" (2015) and "Channel: Vulnerability assessment framework" (2012).

Engagement:

100. Example needs, susceptibilities, motivations and contextual influences that make individuals vulnerable to engagement with an extremist group, cause or ideology include:
    - Feelings of grievance and injustice
    - Feeling under threat
    - A need for identity, meaning and belonging
    - A desire for status
    - A desire for excitement and adventure
    - A need to dominate and control others
    - Susceptibility to indoctrination
    - A desire for political or moral change
    - Opportunistic involvement
    - Family or friends' involvement in extremism
    - Being at a transitional time of life
    - Being influenced or controlled by a group
    - Relevant mental health issues

101. Example indicators that an individual is engaged with an extremist group, cause or ideology include:
    - Spending increasing time in the company of other suspected extremists
    - Changing their style of dress or personal appearance to accord with the group
    - Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
    - Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
    - Possession of material or symbols associated with an extremist cause (e.g., the swastika for far right groups)
    - Attempts to recruit others to the group/cause/ideology
    - Communications with others that suggest identification with a group/cause/ideology

Intent to cause harm

102. Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset

that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology
- 'Them and us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful means to an end
- Harmful objectives

103. Example indicators that an individual has an intention to use violence or other illegal means include:
    - Clearly identifying another group as threatening by what they stand for and blaming that group for all social or political ills
    - Using insulting or derogatory names or labels for another group
    - Speaking about the imminence of harm from the other group and the importance of action now
    - Expressing attitudes that justify offending on behalf of the group, cause or ideology
    - Condoning or supporting violence or harm towards others
    - Plotting or conspiring with others

Capability to cause harm

104. Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:
    - Having a history of violence
    - Being criminally versatile and using criminal networks to support extremist goals
    - Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology, or construction)
    - Having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills)

Guidance on specific types of abuse

Child sexual exploitation

105. Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017).
106. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.
107. Possible signs of child exploitation include:
    - Acquisition of money, clothes, mobile phones etc without plausible explanation

- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

108. All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

    2026 exploitation update: CSE and CCE can be committed or facilitated by an individual, organised network or gang. Exploitation may constitute modern slavery and can involve criminal, financial or sexual exploitation. A child may identify with the group exploiting them, and apparent consent does not remove the safeguarding concern. Children may also be criminalised for actions carried out under coercion. Where modern slavery or trafficking is suspected, the DSL will consider the appropriate child-protection referral and National Referral Mechanism arrangements.

Female genital mutilation

109. Female genital mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
110. The school is alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
111. Signs FGM may be imminent include:
    - The possibility that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin
    - A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
    - A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
    - A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk
    - Parents seeking to withdraw their children from learning about FGM
112. There are a number of indications that a girl or woman has already been subjected to FGM:
    - A girl or woman may have difficulty walking, sitting, or standing and may even look uncomfortable
    - A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating
    - A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems
    - A girl or woman may have frequent urinary, menstrual or stomach problems

- There may be prolonged or repeated absences from school
- A prolonged absence from school with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- A girl or woman may be particularly reluctant to undergo normal medical examinations
- A girl or woman may confide in a professional
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear
- A girl may talk about pain or discomfort between her legs

113. Where staff have a concern, the school will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and children's social care.

114. In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the school and its staff will fulfil the statutory duty 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.

Forced marriage

115. Forcing a person into a 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 since the change in legislation taking effect from February 2024 (Marriage and civil Partnership (minimum Age) Act 2022, where anyone under any circumstances does anything to cause a child under the age of 18 to enter a marriage, even an 'unofficial' one, in any circumstance; this is now a criminal offense and must be reported to the police immediately. Even above the age of 18, a forced marriage is where there is a lack of full and free consent; 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.

116. All school staff need to be aware when reporting forced marriage that it is dealt with promptly. If the perpetrator becomes aware that the forced marriage is being investigated this can place the child at risk of being sent abroad immediately, disappearing and even murdered. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from police/children's social care. When reporting, the school staff must report any siblings they are aware of within the household too, this includes males as siblings may also be at potential risk.

117. Possible indicators that a pupil may be at risk of forced marriage include:

- A child may appear anxious, depressed and emotionally withdrawn with low self-esteem
- A child may have mental health disorders and display behaviours such as self-harming, self-cutting, or anorexia
- Sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol
- A child may present with a sudden decline in their performance, behaviour, engagement, aspirations, or motivation
- A child may discuss an upcoming family holiday that they are worried about
- The child may have fears that they will be taken out of education and kept abroad
- A decline in punctuality which may be the result of having to 'negotiate' their way out of the house
- A child may be withdrawn from school by those with parental responsibility, and not provided with suitable education at home
- A child running away from home

- No time allowed for extra-curricular activities
- Surveillance of the child by siblings or cousins
- Family history of older siblings leaving education early and marrying early
- The child or other siblings within the family reported as missing
- Reports of Domestic Abuse, harassment, or breaches of the peace at the family home
- Reports by the child of rape or kidnap
- Reports by the child of threats to kill and attempts to kill or harm by the perpetrator

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

119. Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

120. Child on child abuse can include: bulling, sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs, or money.

121. The school takes child on child abuse seriously and all staff are clear that child on child abuse should not be passed off as 'part of growing up' or 'banter'.

2026 safeguarding principles

Child-on-child abuse is preventable and is a safeguarding issue for both the child harmed and the child alleged to have caused harm. It may include serious physical harm or threats involving weapons. Responses will be child-centred, proportionate and focused on safety, risk reduction and appropriate support for all children involved.

122. The school has put in place safeguards to reduce the likelihood of child on child allegations as outlined in this document and is alert to the indicators of abuse.

123. Incidents of child on child abuse will be dealt in line with the normal school safeguarding procedures.

124. In dealing with child on child abuse, the school recognises:

- That child on child abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected
- The relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse
- That young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding
- That different gender issues can be prevalent
- That child on child abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent)
- That child on child abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused)

125. The school also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be

done to 33inimize this risk. Assessment of an alleged perpetrator's needs will include consideration of:

- the nature, extent and context of the abusive behaviours
- the young person's development and family and social circumstances
- whether the young person appears to pose a continuing risk and, if so
  - Who is likely to be at risk from him/her, and the nature and degree of the risk
  - The young person's need for services, both those which relate to his/her harmful behaviour and other significant needs
  - Whether the young person is also at risk of significant harm and should be the subject of a child protection conference
  - Whether action is to be taken within the criminal justice system

126. Child on child abuse: sharing nudes and semi nudes

All incidents involving the making or sharing of nude or semi-nude imagery require a safeguarding response, whether the imagery was created or shared consensually or non-consensually and whether it is genuine, digitally altered or AI-generated. Staff must not view, copy, print, share, store or save the imagery unless specifically authorised under safeguarding guidance; the concern must be referred to the DSL immediately.

127. The UK Council for Child Internet Safety in partnership with the NSPCC define the term 'sharing nudes and semi-nudes' to mean the 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 could also involve sharing between devices via services like Apple's AirDrop which works offline.

128. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image-sharing incidents.

129. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- Children and young people digitally manipulate an image of a young person into an existing nude online
- Images created or shared are used to abuse peers e.g., by selling images online or obtaining images to share more widely without consent to publicly shame

130. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts.

131. Nude or semi-nude images, videos or live streams may include more than one child or young person.

132. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children and young people complex.

133. What to do if an incident comes to a staff members attention:

- Report it to the designated safeguarding lead (DSL)
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal

- If the staff member has already viewed the imagery by accident (e.g., if a young person has showed it to then before they could ask them not to), report this to the DSL (or equivalent) and seek support
- Do not delete the imagery or ask the young person to delete it
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent)
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that it will need to be reported and reassure them that they will receive support and help from the DSL (or equivalent)

134. The school will refer to the guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' when dealing with such incidents.
135. Any disclosures will be dealt with in line with procedures set out in this policy and subsequent referrals will be made in a timely manner.
136. In line with the school's general safeguarding procedures, all decisions, and actions, including dates and times and reasoning will be logged.

Child on child abuse: sexual violence and sexual harassment between children in schools

137. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.
138. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, pupils, and school staff are supported and protected as appropriate.
139. Staff should be aware of the importance of:
    - Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
    - Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'
    - Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting up skirts. Dismissing or tolerating such behaviours has the potential to normalise them
140. It is important to understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.
141. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed.

142. As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with the Safeguarding and Child Protection policy. Staff should not assume that someone else is responding to any incident or concern. If in any doubt, staff should speak to the Designated Safeguarding Lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

143. There may be reports where the alleged sexual violence or sexual harassment involves pupils from the same school but is alleged to have taken place away from the school premises, or online. There may also be reports where the children concerned attend two or more different schools. The safeguarding principles, and individual school's duties to safeguard and promote the welfare of pupils, remain the same. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important (Sexual violence and sexual harassment between children in schools and colleges, DfE, 2021).

Faith abuse

144. Faith abuse is the belief in concepts of witchcraft and spirit possession, demons or the devil acting through children.

145. In working to identify such child abuse it is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. There are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- A child's body showing signs or marks, such as bruises or burns, from physical abuse
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them
- Evidence that the child's parent or carer does not show concern for or have a close bond with the child
- A child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school
- A child reporting that they are or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'

146. All staff should be alert to the indicators above and should be able to identify children at risk of this type of abuse and intervene to prevent it.

Fabricated illness

147. Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

148. FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a parent or carer who:

- Persuades healthcare professionals that their child is ill when they are perfectly healthy

- Exaggerates or lies about their child's symptoms
- Manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- Deliberately induces symptoms of illness – for example, by poisoning her/his child with unnecessary medication or other substances

Child criminal exploitation: serious violence/county lines

149. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of serious violence and county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

150. Key to identifying potential involvement in serious violence/county lines are missing episodes in education, a change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injuries, drug or alcohol misuse, missing for periods of time or regularly home late. Unexplained gifts or new possessions are also indicators of children being involved with individuals associated with criminal networks or gangs.

151. When the victim may have been trafficked for the purpose of transporting drugs, like other forms of abuse and exploitation, county lines exploitation can affect:

    - Any child or young person (male or female) under the age of 18 years, even if the activity appears consensual. The perpetrators may well be part of a group, either single or mixed sex
    - Any vulnerable adult over the age of 18 years

152. Child exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (Keeping children safe in education, DfE 2026).

    2026 serious violence update: Staff should remain alert to indicators including unexplained gifts or possessions, repeated absence or missing episodes, association with older individuals or organised groups, significant changes in friendships or attainment, signs of assault or unexplained injury, drug or alcohol misuse, carrying or access to weapons, and fear or coercion. Concerns must be shared promptly with the DSL, who will consider Family Help, children's social care and police involvement as appropriate.

So-called 'honour-based' violence

153. So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.

154. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

155. If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care (Keeping children safe in education, DfE, 2026).

Homelessness

156. Being homeless or being at risk of homeless presents a real risk to a child's welfare. Indicators that a family may be a risk of becoming homeless include household debt, rent arrears and domestic abuse, along with the child being withdrawn and maybe showing signs of physical neglect.

Upskirting

157. Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
158. A 'specified purpose' is namely:
    - Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear)
    - To humiliate, distress or alarm the victim
159. 'Operating equipment' includes enabling, or securing, activation by another person without that person's knowledge, e.g., a motion activated camera.
160. Upskirting will not be tolerated by the school.
161. Any incidents of upskirting will be reported to the designated safeguarding lead who will then decide on the next steps to take, which may include police involvement.

Online risks

162. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school or community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.
163. The school will carry out an annual online safety review to ensure the curriculum and supportive interventions reflect the risks associated with the presentation online of the pupil's face.

What is online abuse?

164. Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets, and mobile phones. And it can happen anywhere online, including:
    - Social media
    - Text messages and messaging apps
    - Emails
    - Online chats
    - Online gaming
    - Live-streaming sites
165. Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Signs of online abuse

166. A child or young person experiencing abuse online might:

- Spend a lot more or a lot less time than usual online, texting, gaming, or using social media
- Seem distant, upset, or angry after using the internet or texting
- Be secretive about who they're talking to and what they're doing online or on their mobile phone
- Have lots of new phone numbers, texts or email addresses on their mobile phone, laptop, or tablet

167. Some of the signs of online abuse are similar to other abuse types:
    - Cyberbullying
    - Grooming
    - Sexual abuse
    - Child sexual exploitation

Child abduction and community safety incidents

168. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.
169. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
170. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. As part of the PSHE curriculum, lessons are provided on outdoor safety.
171. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Self-harm

172. Self-harm is when someone deliberately hurts or injures themselves. It is a continuum ranging from a behaviour which has strong suicidal intent to behaviour which is part of a coping mechanism. It can be used to describe behaviours such as cutting, scratching, burning, taking overdoses, punching oneself, substance abuse, self-poisoning, unsafe sex etc.
173. Common problems preceding self-harm are:
    - Difficulties with parents/boy or girlfriends/siblings/friends
    - School problems/bullying
    - Mental health issues e.g., depression, eating disorders
    - Low self esteem
    - Sexual problems
    - Physical ill health
    - Alcohol/drug abuse
    - Physical/sexual abuse

174. Possible reasons/motives underlying self-harm are:
    - To die
    - To escape from unbearable distress
    - To change the behaviour of others
    - To show desperation to others
    - To get back at other people or make them feel guilty

- To relieve tension
- To seek help

175. All staff are expected to:
    - Listen to pupils who are experiencing emotional distress in a calm and non-judgemental way
    - Report the self-harm incident to the DSL as soon as possible.
    - Not make promises e.g., assuring confidentiality which cannot be kept. Reassure the pupil that in order to receive help and find more helpful ways to cope with problems others may need to know.
    - Guide the pupil towards wanting to make positive changes
    - Promote problem-solving techniques and non-harmful ways to deal with emotional distress
    - Provide accurate information about self-harming and awareness about associated mental health problems
    - Be aware of health and safety issues such as first aid if the incident has occurred in school
    - Seek medical advice or urgent medical assistance where required (e.g., in the event of an overdose)

176. The designated safeguarding lead will:
    - Keep accurate records of incidents of self-harm and concerns
    - Follow up any medical emergencies or referrals
    - Liaise with local services about help available for young people who self-harm
    - Keep up-to-date information about self-harm, e.g., info leaflets from YoungMinds
    - Liaise with the wider safeguarding and pastoral team
    - Contact the parents at the appropriate time. Involve the pupil in this process. Inform the parent about the appropriate help and support that is available for their child. Monitor the pupil's progress, e.g., school work, general presentation, following the incident
    - Know when to seek help to deal with their own feelings and distress

177. Pupils will be expected to:
    - Talk to the appropriate staff member if they are in emotional distress
    - Alert a teacher if they suspect a fellow pupil of being suicidal or at serious risk of harm to themselves, and know when confidentiality must be broken

178. Parents will be encouraged to:
    - Endorse the schools' approach to dealing with self-harm and education/awareness raising
    - Work in partnership with the school
    - Keep the school informed when a child has external agency support

Harmful Sexual Behaviour

Sexual behaviour displayed by children and young people that is developmentally inappropriate, concerning, or abusive. This ranges from age-appropriate exploration and boundary-testing through to serious sexual offences.

Critical Distinction: Not all sexual behaviour by children is abuse or cause for concern. Staff must distinguish between developmentally normal, concerning, and abusive behaviour.

Age-Appropriate vs. Concerning Behaviour

Age-Appropriate Exploration:

- Natural curiosity about bodies and sexuality appropriate to developmental stage
- Consensual exploration between children of similar age and development
- Asking questions about puberty, bodies, relationships
- Age-appropriate sexual play or interest

Concerning but Non-Abusive Behaviour:

- Sexually explicit language or behaviour beyond age-appropriateness but not involving coercion
- Boundary-testing and risk-taking
- Socially inappropriate sexual behaviour (e.g., masturbation in public)
- Preoccupation with sexual matters
- Seeking sexual contact with age-appropriate peers

Harmful Sexual Behaviour (Abusive):

- Sexual contact with younger, significantly less mature, or more vulnerable child
- Non-consensual sexual contact or coercion
- Use of force, manipulation, threat, or intimidation
- Production, possession, or distribution of sexual imagery
- Sexual violence or assault
- Abusive patterns of behaviour
- Behaviour indicating grooming of a victim

Indicators of Harmful Sexual Behaviour

Concerning Behaviours Requiring Intervention:

- Sexually explicit talk or behaviour significantly inappropriate for child's age
- Masturbation in inappropriate settings or excessively
- Sexual preoccupation dominating child's interactions or activities
- Repeated seeking of sexual contact with peers
- Sexualising of younger children
- Boundary-testing of sexual nature

Abusive Behaviours Requiring Urgent Action:

- Sexual contact or attempted contact with child(ren)
- Any form of sexual coercion or manipulation
- Non-consensual sexual contact
- Production or sharing of sexual imagery
- Sexual violence or assault
- Grooming behaviours
- Patterns of escalating sexual boundary violations

Response Framework

Initial Considerations:

- Does the behaviour constitute abuse or exploitation?
- Is the behaviour concerning but potentially age-appropriate exploration?
- What is the risk to the child displaying behaviour?
- What is the risk to potential victims?
- Are there child protection concerns about the child displaying behaviour?
- Is the child displaying behaviour also a victim of abuse/trauma?

Assessment and Referral:

When HSB is identified:

1. Discuss immediately with DSL
2. Assess the level of concern (age-appropriate vs. concerning vs. abusive)
3. Gather information from child and others involved
4. Determine whether referral to children's social care is needed
5. Assess risk to other pupils and implement protective measures if needed
6. Consider whether police involvement is appropriate
7. Support both the child displaying behaviour and any victims

Risk Assessment:

- Risk assessment should be completed for child displaying behaviour
- Risk assessment should consider risk to potential victims
- Safety planning for all children involved
- Monitoring and review arrangements

Support Approach:

Children displaying HSB often have themselves experienced abuse or trauma. Response should be:

- **Trauma-informed:** Recognise that HSB may be response to their own abuse
- **Dual focus:** Protect others while supporting the child
- **Holistic:** Address child's own vulnerabilities and needs
- **Proportionate:** Response matched to severity of behaviour
- **Therapeutic:** Access to specialist support where available

Referral to Specialist Services:

- Consider referral to specialist HSB services if available locally
- Work with children's social care to access appropriate support
- Liaise with therapeutic services for child who has displayed behaviour
- Support for child who is victim of the behaviour

Key Principle: A child displaying HSB is initially considered a child in need, not solely a perpetrator. They require assessment and support alongside safeguarding measures to protect others. Staff should avoid punitive responses and instead take a therapeutic, protective approach.

Communication and Records

- Record all concerns about HSB in line with safeguarding procedures
- Maintain confidentiality while ensuring safety
- Communicate appropriately with parents/carers of all children involved
- Differentiate between fact, observation, and interpretation

Ensure records are secure and accessible only to those with need to know

Contextual Safeguarding

Definition and Principles

Contextual safeguarding is an approach to understanding and addressing young people's safety in wider social contexts in which safeguarding concerns can occur, beyond the family home.

Key principles:

- Abuse and exploitation can occur in peer relationships, community settings, and online environments
- Young people are often abused outside school in contexts where they have agency and autonomy
- Schools and safeguarding partners must work together to identify and reduce community risks
- Communities, not just families, must be part of safeguarding solutions
- Young people should be involved in identifying risks and solutions
- Cumulative harm across multiple contexts must be considered

Contexts Where Extra-Familial Abuse Occurs

Peer Relationships:

- Extra-familial peer abuse (assault, sexual harassment, coercion between pupils outside school)
- Intimate partner abuse (teenage relationship abuse)
- Bullying and harassment in peer groups (online and offline)
- Sexual violence and harassment

Community Settings:

- Gang-related abuse and exploitation
- Abuse by older adults in community
- Community groups and youth settings
- Parks, streets, and public spaces
- Commercial settings (shops, venues)

Online Contexts:

- Peer-to-peer abuse via social media
- Online grooming by known and unknown adults
- Cyberbullying and harassment campaigns

- Online sexual exploitation and coercion
- Radicalisation via online communities

Institutional Settings:

- Abuse within youth centres, sports clubs, religious organisations
- Abuse by authority figures in structured settings
- Systemic failures enabling abuse

School's Contextual Safeguarding Role

Mapping and Assessment:

- Identify community vulnerabilities and risk factors affecting pupils
- Work with safeguarding partners to understand patterns of abuse beyond school
- Involve young people in identifying risks in their communities
- Consider where pupils spend time outside school and associated risks
- Assess cumulative harm across multiple contexts

Information Sharing and Partnership Working:

- Share information appropriately with police and social care about out-of-school harms
- Participate in multi-agency forums addressing community safety
- Contribute to contextual risk assessments
- Work with safeguarding partners on community-level interventions

Intervention and Prevention:

- Intervene at community level, not just with individual children
- Support young people to build resilience and recognise risks
- Challenge behaviours and norms that enable abuse
- Work with families and communities on prevention
- Participate in community safety initiatives

Important Principle: Abuse of pupils outside school remains a safeguarding concern. Staff should report concerns about extra-familial harm even if it occurs away from school premises. If a child is being abused, exploited, or neglected in contexts outside school, the school has a duty to report and support.

Reporting Extra-Familial Harm

- All concerns about abuse occurring outside school should be reported to the DSL
- Referrals to children's social care should be made using normal procedures, regardless of where abuse is occurring
- Police should be contacted if criminal activity is suspected
- Information should be shared with safeguarding partners to build community-level understanding

Technology-Facilitated Abuse

Understanding Technology-Facilitated Abuse

Technology is now a significant component in many forms of abuse. Children are at risk of abuse online as well as face-to-face. In many cases, abuse takes place concurrently both online and offline.

Technology-facilitated abuse includes a range of harmful behaviours enabled, enhanced, or primarily conducted through digital means.

Types of Technology-Facilitated Abuse

Deepfakes and Synthetic Media:

- Non-consensual creation of fake sexual imagery using AI
- Manipulation of images or videos to depict false scenarios
- Removal of clothing from images to create fake nude images
- Particular impact on girls and young women
- May be used for sexual exploitation, extortion, harassment, or humiliation
- Often accompanied by threats to share or blackmail

Response: Report to police and online platforms. Document and preserve evidence. Support affected child.

Image-Based Sexual Abuse (IBSA):

- Non-consensual sharing of intimate images
- Includes creation and distribution of fake intimate images
- Often involves blackmail ("sextortion"), demanding money or further images
- Can progress to physical abuse or meeting in person
- Particularly affects girls and young women but also occurs with boys

Response: Immediate police referral. Report to IWF (Internet Watch Foundation). Support child. Consider child safeguarding referral.

AI-Generated Child Sexual Abuse Material (CSAM):

- Generation of synthetic imagery depicting minors in sexual situations
- Using AI tools and image generators
- May be used for grooming, normalising abuse, or sexual gratification
- Creates legal and safeguarding concerns even though no real child is depicted

Response: Urgent police referral. Report to IWF. National Centre for Missing & Exploited Children may be involved.

Online Recruitment and Grooming:

- Social media, gaming platforms, encrypted apps used to contact and groom children
- Development of trust and normalisation of abuse discussion
- Escalation to meeting in person or sending intimate images

- Often involves adults but can involve other young people

Response: Report to platform. Police referral. Contact NCMEC/IWF if CSAM involved. Safeguarding referral.

Live-Streaming Abuse:

- Commercial sexual exploitation via live-streaming platforms
- Remote control of abuse by paying viewers
- Coercion, threats, and control of victims
- Difficult to remove/trace
- Particularly affects vulnerable children in developing countries but impacts UK children

Response: Immediate police involvement. Report to IWF and platform. International coordination if needed.

Online Extortion (Sextortion):

- Threatening to share intimate images unless money is paid or further images sent
- Often targets adolescent boys
- International criminal networks operating across borders
- High suicide risk (particularly if publicised)
- May escalate to meeting in person

Response: Police must be involved. Support child immediately. Consider safeguarding referral. Document all communications.

Online Harassment and Cyberbullying:

- Repeated harassment, threats, or abuse via digital platforms
- May be related to gender, sexual orientation, identity, or other characteristics
- Pile-on harassment involving multiple perpetrators
- Can accompany offline bullying or exist independently
- Impact on mental health, attendance, and achievement

Response: Follow school's cyberbullying and anti-bullying policies. Report to platforms. Police if threats of violence. Safeguarding referral if causing significant harm.

Harmful Social Media Trends and Challenges:

- Online challenges that encourage harmful or illegal behaviour
- Trending content promoting dangerous activities
- Peer pressure to participate in trends
- Can lead to self-harm or harm to others

Response: Curriculum education about risks. Monitor for participation. Report to platforms. Safeguarding referral if child at risk.

School's Online Safety Arrangements

The school:

- Implements appropriate web-filtering and monitoring (age-appropriate, including community language monitoring)
- Ensures security software on all devices
- Installs and maintains anti-viral software
- Places network access points in secure, monitored areas
- Prohibits cameras and mobile phones in toilet areas
- Implements systems to protect from terrorist and extremist material
- Teaches online safety through curriculum
- Ensures pupils understand how to stay safe online
- Has appropriate filters and monitoring to safeguard from harmful material

Staff Guidance on Technology-Facilitated Abuse
Indicators a Child May Be Experiencing Technology-Facilitated Abuse:

- Secretive use of devices or sudden change in device use
- Emotional distress after online time
- Unusual or unexpected images/videos received
- Demands for money or images
- Sudden withdrawal from activities or social groups
- Self-harm or suicidal ideation
- Unexplained gifts or money
- Attempts to hide browser history or messages

If You Suspect Technology-Facilitated Abuse:

1. Report immediately to DSL
2. Do not view or share any imagery (illegal in many cases)
3. Preserve evidence (screenshots, messages) where safe to do so
4. Do not confront alleged perpetrator
5. Follow normal safeguarding referral procedures
6. Report to police if criminal activity suspected
7. Report to IWF if CSAM material involved (iWF.org.uk)
8. Report to platform
9. Support child

Important: Never ask a child to delete imagery or download evidence yourself. These are police matters.

Staff Training

All staff receive training on:

- Recognition of signs of technology-facilitated abuse
- Reporting procedures
- Age-appropriate safety education
- Understanding emerging online harms

Supporting affected pupils

Further information of specific safeguarding issues

179. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

- Advice to schools and colleges on gangs and youth violence – GOV.UK (www.gov.uk)
- Channel and Prevent Multi-Agency Panel (PMAP) guidance – GOV.UK (www.gov.uk)
- Child abuse linked to faith or belief: national action plan – GOV.UK (www.gov.uk)
- Child sexual exploitation: definition and guide for practitioners – GOV.UK (www.gov.uk)
- Children Act 1989: private fostering – GOV.UK (www.gov.uk)
- Children who run away or go missing from home or care – GOV.UK (www.gov.uk)
- Domestic abuse: get help during the coronavirus (COVID-19) pandemic – GOV.UK (www.gov.uk)
- Drugs: advice for schools – GOV.UK (www.gov.uk)
- Educate Against Hate – Prevent Radicalisation & Extremism
- Forced marriage – GOV.UK (www.gov.uk)
- https://www.ceop.police.uk/safety-centre/
- Missing Children and Adults strategy – GOV.UK (www.gov.uk)
- Multi-agency statutory guidance on female genital mutilation – GOV.UK (www.gov.uk)
- Preventing bullying – GOV.UK (www.gov.uk)
- Safeguarding children in whom illness is fabricated or induced – GOV.UK (www.gov.uk)
- Safeguarding children who may have been trafficked – GOV.UK (www.gov.uk)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people – GOV.UK (www.gov.uk)
- The mental health strategy for England – GOV.UK (www.gov.uk)
- The use of social media for online radicalisation – GOV.UK (www.gov.uk)
- ‘This is abuse’ campaign – GOV.UK (www.gov.uk)
- Violence against women and girls – GOV.UK (www.gov.uk)

Recognising children who may be particularly vulnerable

180. Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Children who are looked after

181. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The school will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

182. In particular, the school will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The school also collates information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

183. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

184. The school will appoint a designated teacher who will work with local authorities to promote the educational achievement of registered pupils who are looked after (the designated safeguarding lead). Under sections 4 to 6 of the Children and Social Work Act 2017, designated teachers also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience (Keeping children safe in education, DfE 2026).

Children with special educational needs and disabilities

185. Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. These can include:
    - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
    - Being more prone to peer group isolation than other children
    - The potential for children with SEND being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
    - Communication barriers and difficulties in overcoming these barriers

186. To address these additional challenges, the school will consider extra pastoral support for children with SEND.

187. When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEND, the school will consider the risks carefully, given the additional vulnerability of the group. However, to safeguard a pupil and others, it may be necessary to use restraint.

188. By planning positive and proactive behaviour support, the school can reduce the occurrence of risky behaviour and the need to use restraint (Keeping children safe in education, DfE, 2026).

189. **2026 SEND update**
Additional barriers may include prejudice-based bullying, communication difficulties, a child not understanding that what is happening is abuse, dependence on adults for care or intimate care, isolation from peers, and difficulty distinguishing fact from fiction online. Reports involving children with SEND require close liaison between the DSL and SENCO and consideration of appropriate communication and pastoral support.

190. Children requiring mental health support

Mental health concerns can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff should observe changes in behaviour, presentation, attendance and relationships, exercise professional curiosity and report safeguarding concerns to the DSL. The school will work with the senior mental health lead and external services where appropriate.

191. Young carers

The school will be alert to the needs of young carers, recognising that caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Staff should be alert to tiredness, anxiety, changes in attendance or behaviour, difficulty completing work or excessive worry about a family member, and should discuss concerns with the DSL so appropriate support can be considered.

192. Safeguarding children with medical conditions

A medical incident does not by itself require a safeguarding referral. However, a safeguarding response is required where a child may be at increased risk of neglect, abuse or exploitation because of a medical condition, for example where essential medical information is withheld or a child is repeatedly sent to school without essential medication. Staff must not assume that changes in behaviour, mood, injury or presentation are explained by a medical condition without further exploration.

193. Children who are lesbian, gay or bisexual

Being lesbian, gay or bisexual is not in itself a safeguarding risk. However, children may be vulnerable to discriminatory bullying, including where they are perceived by peers to be lesbian, gay or bisexual. The school will challenge bullying and consider safeguarding support where needed.

194. Children who are questioning their gender

The school will not initiate social transition. Where a child or parent raises a request, staff will take time to understand the child's thoughts and feelings, remain professionally curious about the full range of the child's experiences, and consider potential vulnerabilities including mental-health needs, family or peer relationships and discriminatory bullying. Any request for school action relating to social transition will be referred to senior leadership and the DSL, documented and considered carefully in the best interests of the child and other children. Parents or carers will be involved as a matter of priority unless involving them would create a greater safeguarding risk to the child. Primary-aged pupils require particular caution.

The school will comply with KCSIE 2026 requirements for single-sex facilities. Pupils will not be permitted to use toilets or changing rooms designated for the opposite biological sex. Where a gender-questioning child does not wish to use facilities designated for their biological sex, the school will consider an alternative self-contained, lockable, single-user facility or another appropriate arrangement that preserves safety, comfort, privacy and dignity. Decisions will be recorded, communicated appropriately and reviewed.

195. Temporary accommodation notifications

Where the school receives notification that a child has been placed in temporary accommodation, the DSL will consider safeguarding and welfare implications including attendance, travel, stability, access to services and any increased risk of harm. The school will liaise with the family and relevant agencies as appropriate. A temporary-accommodation notification does not replace normal safeguarding referrals

where a child has been harmed or is at risk of harm.

Other considerations

196. In addition to the above, to ensure that all our pupils receive appropriate protection, the school will give special consideration to children who are:
    - Living in a domestically abusive situation
    - Affected by parental substance misuse
    - Asylum seekers
    - Regularly absent from school
    - Attending alternative provision or subject to a managed move
    - Living away from home (frequent movers)
    - Vulnerable to being bullied, or engaging in bullying
    - Living in temporary accommodation; for example, living in hotel/hostel accommodation
    - Living a transient lifestyle
    - Living in chaotic and unsupportive home situations
    - Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
    - Children who are lesbian, gay, bisexual or trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT
    - Involved directly or indirectly in prostitution or child trafficking
    - Speakers of another first language
    - Subject to a child protection plan
    - Subject to a child in need plan
    - Vulnerable to messages of violence and extreme ideologies
    - Young carers
    - Receiving support for their mental health
    - Part of a family living with financial hardship

Children missing from education

197. A child going missing from education is a potential indicator of abuse or neglect.
198. The school will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future. The **Pupils Who Go Missing During the School Day Standard Operating Procedure** must be used.
199. The school will inform the local authority of any pupils who are failing to attend school regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. The school will record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). The school will inform the local authority of the pupil's destination school and home address.
200. The school will inform the local authority of any pupil who fails to attend school, 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).

201. The school will work collaboratively with the local authority to make reasonable enquiries about a pupil's whereabouts where there is a continuous absence after a grant of leave.
202. The school will inform the local authority when registering new pupils within five days, including the pupil's address and previous school (where this can reasonably be obtained).
203. The school will cooperate with the local authority on the provision of the above information for pupils leaving or joining the school at standard transition points.

Dealing with safeguarding concerns and incidents[2]

Responding to a disclosure

204. If a child reports that they are being abused and/or neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe.
205. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.
206. If a pupil talks to a member of staff about any risks to their safety or wellbeing (including that of mental health or self-harm), the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this, is a matter of professional judgement. If they jump in immediately, the pupil may think that they do not want to listen. If left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.
207. During their conversations with the pupils, staff will:
    - Allow them to speak freely; listening carefully and uncritically
    - Endeavour to utilise a neutral translator if necessary
    - Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener
    - Give reassuring nods or words of comfort and reassure the pupil that they are right to tell – 'I'm sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
    - Not be afraid of silences – staff must remember how hard this must be for the pupil
    - Consider their own body language and the messages it may send a child regarding the nature of the disclosure
    - Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think
    - Tell the pupil that in order to help them, the member of staff must pass the information on
    - Not automatically offer any physical touch as comfort – it may be anything but comfort to a child who has been abused
    - Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong
    - Tell the pupil what will happen next – the pupil may agree to go to see the designated safeguarding lead otherwise it is the duty of the member of staff to inform the designated

[2] Where schools are using an online safeguarding management system, they are required to ensure that all records required in this section are produced using the recording proformas and templates of the system.

safeguarding lead of what has been discussed (if the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the designated safeguarding lead that the child will be coming to see them at some point)

208. Following the conversation, the staff will report the disclosure as outlined in the Reporting safeguarding concerns section taking precaution to report to the designated safeguarding lead even if the child has promised to do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

Responding to a concern that a child is at risk

209. There will be occasions when, in the absence of a disclosure, staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre or concerning, pupils might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil how they are feeling or if they can help in any way.
210. Staff should report their concerns as outlined in Reporting safeguarding concerns section.

Reporting safeguarding concerns

211. Reporting procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.
212. All concerns, suspicions and disclosures should be recorded using the school's safeguarding concern form (see Appendix 6) should be used to report concerns. Blank copies of the safeguarding concern form should be kept in the main office and staffroom for access when necessary.
213. Staff should immediately report:
    - Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
    - Any explanation given which appears inconsistent or suspicious
    - Any behaviours which give rise to suspicions that a child may have suffered harm (e.g., significant changes in behaviour, worrying drawings or play)
    - Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
    - Any concerns that a child is presenting signs or symptoms of abuse or neglect
    - Any significant changes in a child's presentation, including nonattendance
    - Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people
    - Any concerns related to self-harm
    - Any concerns regarding person(s) who may pose a risk to children (e.g., staff in school or a person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images
    - Any discovery that FGM appears to have taken place on a girl under 18 years
    - Any expressions of extremist ideologies that suggest vulnerability to radicalisation

214. Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a pupil, staff should raise a concern using Part 1 of the Safeguarding Concern Form and Part 3 if applicable (Appendix 6).
215. Where a disclosure has been made, a written factual account record, using the child's own words, should be recorded by completing Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable).
216. When logging a concern, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.
217. All written concerns should be logged on the online system as soon as possible and in any case within 24 hours. In the case of supply staff, volunteers and visitors to the school, written forms should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24 hours. In some cases, it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the deputy designated safeguarding lead should be approached.
218. Any written records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore, these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the safeguarding concern form. All written notes should either be kept in the pupil safeguarding file and referenced on the online database or uploaded on to the system.
219. Staff will follow the reporting procedures outlined in this standard operating procedure. However, anybody can make a direct referral. They may share information directly with children's social care, Police, or the NSPCC if:
    - The situation is an emergency and the designated safeguarding lead, their deputy, the head teacher and the chair of governors are all unavailable
    - They are convinced that a direct report is the only way to ensure the pupil's safety
220. Key points for staff to remember for taking action are:
    - Report the concern to the designated safeguarding lead, before the end of the school day if a child is being placed at risk by going home or within 24 hours at the latest
    - In an emergency, take the action necessary to help and protect the child, for example, call 999
    - Not to start their own investigation
    - Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
    - Record the concern on the online platform (e.g., Safeguard, CPOMS etc)
    - Seek support if distressed

Responding to safeguarding concerns

221. A concern raised may not progress any further than a discussion with the designated safeguarding lead. A record of the discussion and any initial action taken will be documented.

222. When dealing with a case, the designated safeguarding lead will consider a number of questions.

- Am I dealing with 'risk' or 'need'? (by definition, a child at risk is also a child in need. However, what is the priority/level and immediacy of risk/need?)
- Can the level of need identified be met:
  - in or by the school or by accessing universal services without referral to Children's Social Care or other targeted services?
  - by working with the child, parents and colleagues?
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?
- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?)
- What information is available to me: child, parents, family and environment?
- What information is inaccessible and potentially, how significant might this be?
- Who do I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take?

223. The designated safeguarding lead will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

224. In making this decision, the designated safeguarding lead will consider the Safeguarding Partners' threshold document and framework for action that includes:

- the process for the early help assessment and the type and level of early help services to be provided
- the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services

225. Where a designated safeguarding lead or deputy designated safeguarding lead considers that a referral to children's social care may be required, they must consider the questions listed below.

- Is this a child in need? Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:
  - The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
  - The child's health or development is likely to be impaired, or further impaired, without the provision of such services
  - The child is disabled
- Is this a child protection matter? Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an emergency protection order
- Is under police protection
- Or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

226. Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The designated safeguarding lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.
227. Once a referral has been made, children's social care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a child in need assessment (section 17 Children Act 1989) or a child protection enquiry (section 47 Children Act 1989). The school will participate in strategy discussions and child protection conferences as required.
228. Referrals regarding extremism will be made to children's social care. In line with government advice, a Channel co-ordinator/police practitioner will be fully embedded in the safeguarding arrangements of children's social care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

Safeguarding procedures in the event of a partial or full school closure

229. There are some exceptional and emergency circumstances that may arise when it is necessary to temporarily close the whole or part of a school.
230. Where there is a partial or full closure of the school, there is an expectation that there will be regular contact and support for vulnerable children. Where possible, children identified as being vulnerable will attend school.
231. Appendix 13 outlines safeguarding procedures in the event of a partial or full school closure. These procedures should be read in conjunction with the main policy.
232. It is important in any event that safeguarding principles always remain the same:
    - The best interests of children must always continue to come first
    - If anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
    - A DSL or deputy should be available
    - It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
    - Children should continue to be protected when they are online

Record keeping – child protection

233. A child protection file will be started for an individual child as soon as the school is aware of any child protection concerns about them (online/paper based). This may arise in a number of ways:
    - Where a member of staff raises a concern about the welfare or well-being of a pupil (this should be recorded in writing using Appendix 6 Part 1 (and 3 if applicable))

- Where a child makes a disclosure (this should be recorded in writing using Appendix 6 Part 1 and 2 (and 3 if applicable))
- Where information is passed to the school by a previous school attended by the pupil
- Where the school is alerted by another agency (e.g., police, health or social care) of child protection concerns about that child

234. The child protection file will have a front sheet (see Appendix 9) on the file which records the child's full name, date of birth, address, and information about family members.
235. Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.
236. If more than one file exists in relation to an individual child, this will be indicated on each file. Each file will be numbered and dated (e.g., January 2015, Vol. 1 of 3).
237. If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it (see Appendix 10). The designated safeguarding lead will be notified of the removal of any information from a file.
238. The child protection file will contain:
    - A front sheet (see Appendix 9)
    - A detailed chronology, updated on a regular basis, at the front of the file (see Appendix 11)
    - Any concerns raised by staff
    - All safeguarding/concern reports, notes and correspondence referring to the child
    - Copies of any referrals
    - Any child protection information received from previous schools or other agencies
    - Notes/minutes of any child protection conferences etc.
    - Record of any instances where information has been removed from the file
239. The child protection file will also cross-reference other relevant records held in school (e.g. relating to the Common Assessment Framework (CAF)/Early Help Assessment (EHA), early support, special educational need).
240. All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. All staff who may need to consult a child's school file will be made aware of what the symbol means, and who to consult if they see this symbol. The information will be shared with those who need to have it.
241. All child protection files will be kept together in a secure place. The filing system will be accessed via the designated safeguarding lead. Any electronic information will be password protected and only made available to relevant individuals.
242. Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:
    - Processed for limited purposes
    - Adequate, relevant and not excessive

- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

243. Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.
244. In relation to safeguarding, UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information can be shared without consent if not doing so would place a child at risk. For further information regarding this please see the school's Data Protection policy.

Record transfers

245. It is imperative that relevant child protection information is forwarded to the new/receiving establishment by the establishment that the subject child is departing and that this happens as quickly as possible.
246. Such information sharing should occur between designated safeguarding leads and/or head teacher When transferring a child protection file, the DSL will provide a clear structured safeguarding summary identifying current concerns, relevant context, actions already taken, ongoing support or risk-management needs, and information the receiving school needs immediately. The summary will distinguish clearly between current and historic information. The receiving school should review the file promptly and ensure key staff are aware of information required to safeguard and support the child. as soon as possible and, in any event, within 5 days of the child's departure.
247. When a file is to be transferred, a 'Record of Child Protection File Transfer' should be completed and attached to the child protection file (see Appendix 12).
248. It is inappropriate to simply forward all relevant documentation as this leaves the former school with no record. Rather:
    - Where feasible, designated safeguarding leads from former and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided, or
    - Alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records
249. The new school/college should be provided with the **ORIGINAL** documentation.
250. Where a parent elects for home education, the child is from a traveller, migrant or Romany family, and/or where the receiving school's identity is not known, the designated safeguarding lead at the former school should contact children's social care for advice.

Access to child protection files

251. The safety and welfare of a child must always be considered when making decisions whether to share confidential information.
252. A child who has a child protection file has the right to access their personal record. This is known as the right of subject access under the Data Protection Act 2018. Parents (i.e. those with parental responsibility in law) may exercise the right of subject access on behalf of their child if they are unable to act on their own behalf or give their permission. As a general guide, a child of 13 or older is expected to be mature enough to make this kind of request independently or provide

permission.

253. Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in his/her professional capacity and the person giving that information believes it will be treated securely, and that belief is reasonable, then the recipient of the information will be under a duty to treat it securely.

External bodies

254. In the majority of cases, schools will be able to share personal information using the lawful basis of public task (personal data) and substantial public interest (special category data). There may be circumstances were the child and family's consent to sharing should be sought. If consent has been withheld, this must be recorded, including the reason given for withholding consent. Exceptions to the requirement to gain consent are that if seeking such consent could:
    - Increase the risk of harm to the child or someone else
    - Undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult
    - Interfere with any potential investigation

255. The names of any other children, other than the pupil who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual(s) concerned (or their parent/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.

256. Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g., information should not be released to solicitors etc).

257. If there is a police request for the child protection information, please ensure that the requesting officers provide a data request form. This form will show the information the police are requesting, who the request relates to, why the police are requesting the information, and the exemption they are relying on to process the information. The school should securely retain a copy of this form.

258. Conversations between designated personnel at different schools (e.g., sharing concerns or asking for information about sibling groups) are perfectly acceptable under the lawful bases of public task and substantial public interest. As mentioned, there may be occasions when consent is the most appropriate lawful basis, where possible consent should be sought from parents before such a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

Retention of child protection files

259. According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded (child protection records relating to children's social care involvement will be retained for much longer than this by the local authority in any event).

260. The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff should record at least:
    - File reference (or other unique identifier)

- File title (or brief description)
- Number of files (and date range)
- The name of the authorising officer
- Date action taken

261. This must be kept in the establishment record of destruction form.

Support for those involved in a child protection issue

262. The school will support pupils, their families, and staff by:
    - Taking all suspicions and disclosures seriously
    - Nominating a link person (designated safeguarding lead) who will keep all parties informed and be the central point of contact
    - Nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
    - Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
    - Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
    - Storing records securely
    - Offering details of helplines, counselling, or other avenues of external support
    - Following the procedures laid down in the school's whistleblowing, complaints, and disciplinary procedures
    - Cooperating fully with relevant statutory agencies
    - Making sure a neutral interpreter is available when English is not the child's first language
263. The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.
264. The school will endeavour to support pupils through:
    - The curriculum, to encourage self-esteem and self-motivation
    - The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
    - The implementation of behaviour management policies
    - A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting
    - Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters
    - A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so
    - The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

Safer recruitment

265. The school will adhere to the guidance set out in Keeping children safe in education part 3, which

states that "It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children."

266. The school has a robust process and policy for recruitment and selection which highlights its commitment to safer recruitment and the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006.

267. When recruiting, job candidates will now be informed that online searches will be carried out on their name to see if any concerns are flagged up.

268. 2026 regulated activity, volunteers and checks

From 1 September 2026 the supervision exemption from regulated activity has been removed. A volunteer who teaches, trains, instructs or supervises children on more than three days in a 30-day period, or overnight where the statutory conditions are met, is in regulated activity and requires an enhanced DBS check with children's barred-list information.

The school will review existing volunteer roles affected by the change and carry out the appropriate barred-list and DBS checks. For volunteer activity that is not regulated activity, the school will undertake and record an appropriate risk assessment and obtain the level of DBS check permitted and appropriate to the role.

For Reception and any other provision covered by the EYFS statutory framework, new employees and volunteers must not begin work in the EYFS setting until the required enhanced criminal-record check has been received, including children's barred-list information where applicable. Ongoing suitability will be kept under review.

Safeguarding responsibilities also apply to trainee teachers, students on placement, agency and supply staff, contractors and other third-party workers. The school will ensure appropriate checks have been completed by the responsible employer or training provider and will cooperate with that organisation so that concerns or allegations are managed without delay.

Allegations against members of staff

269. The Keeping children safe in education statutory guidance (2026) (KCSIE) defines two types of allegations that may be made against staff or volunteers:

270. Scope of the allegations procedure - 2026

This procedure applies to employed staff, supply and agency staff, volunteers, governors, contractors, trainee teachers, students on placement and relevant third-party workers. Where another organisation is the employer or training provider, the school and that organisation will cooperate so safeguarding responsibilities are clear and the allegation is managed without delay.

- Allegations that may meet the harm threshold
- Allegations/concerns that do not meet the harms threshold – referred to for the purposes of this policy as 'low level concerns'

271. Clear processes are in place for managing both types of allegations or concerns, as detailed below and in the flowchart at Appendix 8.

Allegations that may meet the harm threshold

272. If anyone makes an allegation that any member of staff (including supply staff, volunteer, governor or any other persons visiting or hiring the school premises out of hours) may have:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies) and/or.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

the allegation will be dealt with in accordance with national guidance and agreements.

273. The flowchart in Appendix 8 outlines the steps when dealing with an allegation against a member of staff.
274. Following reporting of the concern, the head teacher will use the 'Safeguarding Concerns Form – Allegations against Staff' (Appendix 7a) to record the details, or in the case of a staff report if the staff member prefers they can complete and return the relevant sections of the form to the head teacher.
275. The head teacher will handle such allegations as case manager, unless the allegation is against the head teacher, in which case the chair of governors as case manager and handle the school's response.
276. In the event that the concern is about the head teacher, this will be reported to the school chair of governors who will support the staff member to complete the 'Safeguarding Concerns Form – Allegations against Staff' (Appendix 7a)
277. The case manager must discuss the allegation with the local authority designated officer (LADO).
278. Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with children's social care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.
279. In the event of an allegation being made, the school will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.
280. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
281. The case manager, must complete a risk assessment (Appendix 7b) where it is deemed that an allegation may meet the harm threshold. This should be held in a secure case file, with a copy also placed on the employee's personnel file. For more detail relating to the requirements to store documentation please refer to the **Record Keeping – Allegations against staff** section below.
282. The timing of when the risk assessment is completed will depend on the specific circumstances of the case and would normally be carried out following the completion of the initial fact find and discussion with the LADO. However, it may be necessary to update the assessment of risk and therefore actions required to mitigate the risk as any investigation progresses, or as an outcome is agreed upon. Updated versions should have appropriate version control and there should be a record of each updated version.
283. The school may make a referral to the Disclosure and Barring Service (DBS) if any member of staff

is disciplined, dismissed, or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

284. The school may make a referral to the Teacher Referral Agency (TRA) if any member of teaching staff is disciplined, dismissed, or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

285. If an allegation is made against a worker from a supply agency, the agency must be informed of the allegation. Allegations against supply staff will be investigated in line with the agreed procedure detailed above for directly employed staff. The findings of any investigation undertaken, where appropriate, should be passed on to the supply agency for it to consider any further action required. It is not acceptable to simply end the assignment in such circumstances.

Allegations/concerns that do not meet the harms threshold

286. It is recognised that, at times, a concern about an adult's conduct towards pupils may not be serious enough to be considered as an allegation, but that it nonetheless indicates a concern.

287. A low-level concern is defined as any concern about an adult's behaviour towards, or concerning, a child that does not meet the harms threshold, or is otherwise not serious enough to consider a referral at the time of its reporting. Low level concerns refer to behaviour on the part of a staff member towards pupils that is considered inappropriate in line with statutory safeguarding advice, as outlined in Keeping children safe in education (2026).

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

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

289. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

290. The school recognises the importance of creating a culture of openness and transparency, where any concern, no matter how small, is shared and dealt with appropriately. Such a culture supports in identifying and addressing any emerging or inappropriate behaviour at an early stage, minimising the risk of abuse and reinforcing clear professional boundaries.

291. Staff are required to report any low-level concern about the conduct of any adult working in the school to the head teacher.

292. Following reporting of the concern the head teacher will use the 'Safeguarding Concerns Form – Allegations against Staff' (Appendix 7a) to record the details, or if the staff member prefers, they can complete and return the form to the head teacher.

293. In the event that the concern is about the head teacher, chair of governors who will support the staff member to complete the 'Safeguarding Concerns Form – Allegations against Staff' (Appendix 7a)

294. Staff are encouraged to recognise any occasion where their own behaviour may be seen as a low-level concern by others, and to make a self-report to the head teacher accordingly.

295. If a report is identified as a low-level concern timely and proportionate action will be taken to discuss and address this with the person concerned in order to correct the issue at an early stage. The actions should be recorded on the 'Safeguarding Concerns – Allegations against Staff' form (Appendix 7a).

296. If at any stage the case manager assesses that the harms threshold may be met, they will follow the process outlined above for allegations that may meet the harms threshold.
297. The head teacher will keep a written record of all low-level concerns, by retaining a copy of Appendix 7a and completing the Safeguarding Concerns spreadsheet, summarised in Appendix 7c, detailing the nature of the concern and the action taken to address it. The record will be clearly identified as a low-level concern, in order to avoid confusion or misunderstanding.
298. If the concern relates to the head teacher, the governors will retain a copy of Appendix 7a and complete the Safeguarding Concerns spreadsheet (Appendix 7c).
299. Records of low-level concerns will not be referred to in employer references unless they form part of a substantiated allegation and will not be held on the employee's personnel file.
300. For more detail relating to the requirements to store documentation please refer to the **Record Keeping – Allegations against staff** section below.
301. The head teacher, will regularly review all low-level concerns received, in order to identify any emerging patterns of concerning behaviour related to individual(s) or to identify any weaknesses in the school's culture where revision of policy or additional training may be a requirement.

Record Keeping – Allegations against staff

302. All records will be kept together in a secure place. The filing system will be accessed via the designated safeguarding lead. Any electronic information will be password protected and only made available to relevant individuals.
303. Information relating to allegations against staff of a safeguarding nature will be stored and handled in line with UK General Data Protection Legislation tailored by the Data Protection Act 1998 such that information is:
    - Processed for limited purposes
    - Adequate, relevant, and not excessive
    - Accurate
    - Kept no longer than necessary
    - Processed in accordance with the data subject's rights
    - Secure

Allegations that may meet the harm threshold

304. All documentation relating to an allegation that may meet the harms threshold will be retained in a secure case file.
305. Documentation will also be held on the individual's personnel file, unless the allegation is found to be malicious or false, in which case they should not be included. Such documents may include, but are not limited to:
    - A copy of the Safeguarding Concerns – Allegations against staff form (Appendix 7a)
    - A copy of the Safeguarding Risk Assessment – Allegations against staff form (Appendix 7b)
    - A summary held on the Safeguarding Concerns Spreadsheet (Appendix 7c)
    - The LADO referral form
    - Suspension letter
    - Disciplinary investigation report
    - Disciplinary outcome letter and any appeal documents
    - DBS and/or TRA referral documents and outcome notifications
306. Documents relating to safeguarding allegations will be placed on the personnel file in a sealed envelope marked as 'Confidential'.

307. The school will have a secure file location for the storage of any documents related to safeguarding allegations against staff. These files should be restricted for access by the head teacher and DSL only.
308. Records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), will be preserved for the term of the inquiry (further information can be found on the IICSA website).
309. All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Allegations/concerns that do not meet the harms threshold

310. All documentation relating to an allegation that does not meet the harms threshold (a low level concern) will be retained in a secure case file.
311. They will not be held on the individual's personnel file and will not be referred to when providing employment references.
312. A copy of the Safeguarding Concerns – Allegations against staff form (Appendix 7a) will be retained, and the concern will be recorded on the Safeguarding Concerns spreadsheet (Appendix 7c).
313. The requirements to retain documentation in a secure file are the same as for dealing with cases that may meet the harms threshold.
314. Information relating to low level concerns will be retained at least until the individual leaves the School's employment.

External speakers and charities

315. As outlined in the school's External Speakers and Charities policy, external speakers and charities will be vetted to ensure pupils are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the school.

Use of mobile phones and cameras

316. The following should be read alongside the school's Photography and Video Recording Standard Operating Procedure.
317. Children have their photographs taken to provide evidence of their achievements for developmental records (the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, 2026). Schools are not required to capture consent for this, as the lawful basis for taking photographs in order to provide evidence of achievements for developmental records would be classed as a public task under the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
318. In line with the Data Protection Act 2018, and the UK GDPR, for certain types of processing schools must seek parental consent to take photographs and use video recorders.
319. On admission, parents will be asked to sign their consent for photographs/video recordings to be taken in school and used for the purposes of promoting the school, in internal documents (e.g. staff newsletters), on school intranet sites, school websites, social media sites and in media articles. Parental consent is sought until the age of 13 when, in line with guidance regarding data protection, the consent of the child is sought. Consent will be valid for the full academic life of the child, unless the child's circumstances change in any way (e.g. parental responsibility is amended). If the child's circumstances change additional consent forms will need to be completed. Photographs and video recordings can be used in accordance with the consent gained

for a period of four years after the photograph/video was

taken/recorded. This does not cover any other organisation and if any other organisation requests to take photographs of any child, then separate consent before photographs are taken will be sought.

320. For any looked after children (LAC) or children who are adopted the designated safeguarding lead will liaise with the child's social worker, carer or adoptive parents to establish whether consent should be sought. Consideration will be given as to whether the identification of a LAC pupil, or children who are adopted, would risk their security in any way.
321. Consideration will be given to any children for whom child protection concerns have been raised. Should the designated safeguarding lead believe that taking photographs or videos of any children would put their security at further risk, greater care will be taken towards protecting their identity.
322. Measures that can be agreed by the Designated Safeguarding Lead regarding LAC, children who are adopted, or children for whom child protection concerns are as follows:
    - Photographs and videos can be taken as per usual procedures
    - Photographs and videos can be taken for educational purposes and official school use, but cannot be published online or in external media
    - No photographs and videos can be taken at any time or for any purpose
323. Staff and volunteers are not permitted to use their own mobiles phones or cameras to take or record images of children. Pupils are not permitted to use their own mobile phones or cameras to take or record any images of children during session times.
324. The school's digital camera(s) or memory cards must not leave the school setting unless on an official school trip. Photographs will be printed/uploaded in the setting by staff and once done images will be immediately removed from the camera's memory. It is acknowledged that often photographs may contain other children in the background.
325. It is acknowledged that often photographs/video recordings may contain other children in the background, however, guidance should be sought from the Designated Safeguarding Lead regarding those photographs/video recordings that contain LAC, children who are adopted and children for whom there are child protection concerns in the background.
326. Cameras and mobile phones are prohibited in all toilet areas.

327. Mobile phone-free school

In line with KCSIE 2026 and DfE statutory guidance, Al-Ikhlaas Primary School operates as a mobile phone-free environment for pupils by default. Pupils should not have access to personal mobile phones throughout the school day, including lessons, transitions, breaktimes and lunchtime, except where a specific exception has been agreed for a documented medical, safeguarding or other exceptional need.

The school will communicate clearly to pupils, staff and parents how phones are stored or secured where brought to school, the consequences of misuse and how agreed exceptions are managed.

Concerns about safeguarding practices

328. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.
329. Where staff or volunteers wish to raise concerns, they should be raised with the school's management team.
330. Where a staff member feels unable to raise the issue with the school or feels that their genuine concerns are not being addressed, they should raise their concerns under the school's

Whistleblowing policy. Other whistleblowing channels may be open to them.

331. The NSPCC also provide an alternative route for reporting concerns, staff can email help@nspcc.org.uk or call their helpline **0800 028 0285**.

Complaints

332. The school complaints procedure will be followed where a pupil or parent raises a concern about poor safeguarding practices.

Induction

333. All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection policy and identification of their child protection training needs.
334. The school's Induction policy outlines the procedures for the induction of new staff.
335. New staff will be inducted fully so that they are able to contribute towards safeguarding and promoting the welfare of pupils.
336. Induction includes ensuring new staff are:
    - Aware of school systems and structures for supporting the wellbeing of pupils (including online safety)
    - Provided with adequate training on safeguarding issues and policy including Safeguarding and Child Protection policy, Staff Code of Conduct, Behaviour policy, Social Media policy and the school's safeguarding response for children who go missing in education (Keeping children safe in education, DfE, 202)
    - Introduced to the designated safeguarding leads
    - Made aware of the early help process
    - Made aware of the process for reporting concerns
337. All staff will sign to confirm they have received these documents and will adhere to the protocols set out.

338. KCSIE 2026 training requirements

All staff must read Part One of KCSIE 2026 in full. A single reading record will be maintained for all staff rather than separate full and condensed reading groups.

Safeguarding training and DSL update briefings will cover the 2026 changes relevant to the school, including Family Help, prejudice-based harm, strengthened DSL cover, filtering and monitoring review, generative AI and AI-generated imagery, cyber security, mobile-phone expectations, child-to-parent/caregiver abuse, medical-condition vulnerability, young carers, serious violence and exploitation, volunteer/regulated-activity changes, child protection file transfers, restrictive intervention and the EYFS 2026 requirements applicable to Reception.

Training

339. The school will follow the **'Inclusion Staff Training Standard Operating Procedures'** when planning training for safeguarding.
340. Designated safeguarding leads will be expected to refresh their DSL training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.
341. All staff will participate in training on safeguarding on a regular basis and the school will ensure

staff are aware of any safeguarding and child protection updates. The school will provide training to all existing staff at least once a year and all new staff during their induction (as outlined in the previous section). This training will focus on identifying and reporting abuse and neglect and safe working practices. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

342. Awareness of Prevent should include:
    - An awareness and understanding of the Prevent agenda and their role within it
    - The ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation
    - The confidence to use a common sense-based response
    - The designated safeguarding lead will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support

343. As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding and Child Protection policy, Staff Code of Conduct, Social Media policy, Behaviour policy and the school's safeguarding response for children who go missing in education (Keeping children safe in education, DfE, 2026). All staff will sign to confirm they have received these documents and will and will adhere to the protocols set out (Appendix 5)

344. Supply staff and other visitors will be given the school's visitor guide, which outlines core safeguarding measures.

345. All governors will receive appropriate child protection and safeguarding training that is updated regularly.

346. Governing bodies should also have regard to the Teachers' Standards, which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils, including those with mental health needs.

347. Appropriate members of staff will undertake safer recruitment training. This will enable them to lead in the recruitment of staff and will provide more options for the school when ensuring at least one member of every selection panel is safer recruitment trained.

348. EYFS 2026 safeguarding requirements for Reception

KCSIE 2026 is read alongside section 3 of the Early Years Foundation Stage statutory framework for group and school-based providers for children in Reception and any other school-based EYFS provision.

349. Safer sleep (where applicable)

Where a Reception/EYFS child sleeps in school, the school will follow the EYFS 2026 safer-sleep requirements and its safer-sleep procedure. The sleep environment, equipment, supervision and checks will be appropriate to the child's age and needs and staff will respond immediately to any concern.

350. Children's screen use

The school will have regard to DfE guidance on children's screen use in early years settings. Screen use for Reception/EYFS children will be purposeful, age-appropriate and supervised and balanced with active play, communication, social interaction, outdoor experiences and rest.

351. Banned dog breeds

School-based EYFS childcare will not be provided from premises where a banned dog breed is kept or present. The school will take reasonable steps to prevent a banned dog breed being brought onto premises while EYFS childcare is being provided and will act immediately if such a situation arises.

352. Ofsted notification, checks and suitability

Where the school is required to notify Ofsted under the EYFS, it will notify Ofsted of allegations of harm and other safeguarding events that meet the statutory notification criteria within the required timescale. The 2026 threshold is harm rather than serious harm.
The school will apply the enhanced criminal-records and barred-list requirements for EYFS staff and volunteers, including supervised volunteers, and will prevent new employees from commencing work in the EYFS provision before the required check has been received. Staff will be told what information they must disclose where it may affect their suitability to work with children.

Unregulated Provisions

Definition

Unregulated provisions are childcare arrangements that fall outside Ofsted regulation. These include:

- Informal childminding arrangements not meeting registration thresholds
- Nanny or au pair care
- Family members providing regular care
- Informal after-school arrangements
- Unregistered early years settings
- Faith based supplementary schools

These arrangements may not have undergone statutory safeguarding checks or have formal safeguarding policies.

School's Responsibilities

Identification:

The school identifies pupils attending unregulated childcare through:

- Parent/carer questionnaires on admission
- Annual safeguarding questionnaires
- Transition information from feeder settings
- Conversations with parents/carers
- Explicit questions about informal after-school care arrangements
- Enquiries about nanny, au pair, or relative care

Information Gathering:

For pupils in unregulated childcare arrangements, the school:

- Requests basic safeguarding information from providers
- Asks about DBS status (if applicable)
- Enquires about safeguarding policies and procedures
- Asks about supervision arrangements
- Determines whether arrangements meet minimum safety standards
- Maintains awareness of all pupils in unregulated arrangements

Monitoring and Support:

The school:

- Maintains active awareness of pupils in high-risk unregulated arrangements
- Provides guidance to parents about what to expect from regulated vs. unregulated provision
- Alerts parents to safeguarding concerns about unregulated providers (without breaching confidentiality)
- Offers alternatives if concerns exist about informal arrangements
- Escalates to local authority and/or Ofsted if serious concerns identified

Key Questions for Parents About Unregulated Childcare:

When gathering information, ask:

- Who provides childcare outside school hours?
- Are they registered childcarers/settings?
- Have they received DBS checks?
- What safeguarding training have they received?
- How many children are in their care?
- What supervision arrangements are in place?
- Do they have safeguarding policies?
- How is discipline/behaviour managed?
- What happens if child is unwell?
- How is communication maintained?
- Are there other adults present?

Early Years Transition:

When receiving pupils from unregulated early years settings:

- Request relevant safeguarding information
- Clarify what checks/training providers have received
- Ask about any known safeguarding concerns
- Share school's key safeguarding policies with feeder settings
- Build relationship with setting to enable ongoing information sharing

Safeguarding Concerns in Unregulated Settings:

If abuse is suspected in an unregulated childcare setting:

- Refer immediately to local authority children's social care using normal procedures
- Contact police if criminal activity suspected
- Provide information to regulatory bodies (Ofsted, local authority) about non-compliant arrangements
- Support families to access regulated alternatives
- Maintain confidentiality while sharing necessary information with safeguarding partners
- Follow up to ensure action has been taken

Ofsted Reporting:

If the school identifies a childcare provider operating unregistered or in breach of regulations:

- Report to Ofsted (https://www.gov.uk/report-childcare-provider)
- Report to local authority
- Provide supporting information
- Follow up where appropriate

Safeguarding Principles for Unregulated Childcare

The school recognises that:

- Unregulated childcare may present elevated safeguarding risks
- Lack of formal safeguarding policies/training increases vulnerability
- Children may be at greater risk in unregulated settings
- Informal arrangements may be financially vulnerable (exploitative work conditions)
- Some families use unregulated care due to lack of alternatives or affordability

The school supports families by:

- Providing information about regulated childcare options
- Discussing safeguarding concerns sensitively
- Offering practical alternatives where possible
- Providing information about childcare support and subsidies
- Maintaining non-judgmental approach

Related school policies

353. The Safeguarding and Child Protection policy should be read in conjunction with the following policies and procedures:
    - Anti-Bullying policy
    - Attendance and Punctuality policy
    - Behaviour policy
    - Complaints policy
    - Data Protection policy
    - Disciplinary policy
    - Equal Opportunities policy
    - Equalities policy
    - External Speakers and Charities policy
    - First Aid SOP
    - Gifts and Hospitality policy
    - Health and Safety policy
    - Home School Agreement
    - ICT Acceptable Use policy
    - Induction policy
    - Off Site Visits policy
    - Photography and Video Recording SOP

- Positive Handling policy
- Powers of Search policy
- Personal, Social and Health Education policy
- Pupil Emotional Health and Wellbeing policy
- Recruitment and Selection policy
- SEN – Information Report, Policy and Guidance
- Relationship, Sex and Health Education policy
- Social Media policy
- Staff Code of Conduct policy
- Supporting Pupils with Medical Conditions policy
- Whistleblowing policy

Appendix 1: Designated safeguarding lead responsibilities

2026 additions to DSL responsibilities

Understand local Family Help arrangements and thresholds; understand and support filtering and monitoring arrangements; maintain robust cover arrangements; recognise prejudice-based harm, AI/deepfake risks, young-carer and medical-condition vulnerabilities; and ensure child-protection file transfers include a structured current-versus-historic safeguarding summary.

The designated safeguarding lead has additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice, and expertise for all staff
- act as a point of contact with the safeguarding partners

- liaise with the headteacher or head teacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's) and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:
    - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

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

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure 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. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools should ensure key staff such as designated safeguarding leads and special

educational needs co-ordinators (SENCO's) are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff

Training, knowledge and skills

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health, and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations, and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of

radicalisation

- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

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

- ensure that staff are supported during the referrals processes
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Appendix 2: Designated looked after children (LAC) teacher responsibilities

The broad areas of responsibility for the designated LAC teacher are defined below.

General

The designated LAC Teacher is expected to:

- take lead responsibility for LAC at the school, ensuring that their personal, emotional and academic needs are prioritised by providing strategic leadership across the school
- act as the central point of contact for LAC in the school, ensuring the school has appropriate arrangements in place to support pupils and minimise any disruption to learning
- work with virtual school heads (VSHs) to promote the education of LAC, ensuring a whole-school culture where the personalised learning needs of every looked-after child matters
- take lead responsibility for ensuring school staff understand the ways in which LAC's learning may be affected and how the school supports the educational achievement of these pupils
- take lead responsibility for the development and implementation of LAC's personal education plans (PEPs) in partnership with others
- ensure that any safeguarding concerns regarding LAC are quickly and effectively responded to
- liaise with the SENDCO to identify and support the SEND needs of LAC, and understand how to access further assessment and support where necessary
- respond appropriately to disclosures or concerns relating to the wellbeing of a LAC pupil
- keep detailed, accurate and secure records of arrangements, and any concerns, for LAC
- monitor LAC pupils at risk of harm or those that have been subjected to harm, providing support and ensuring their welfare
- contribute to the development and review of whole-school policies and procedures in relation to LAC

Fostering a culture of inclusivity

The designated LAC teacher should promote a culture in which looked-after and previously looked-after children:

- can discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
- are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support
- are encouraged to participate in school activities and in decision making within the school and the care system
- believe they can succeed and aspire to further and higher education or highly skilled jobs
- can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult

Personal Education Plans

The designated LAC teacher should:

- work closely with other teachers to assess pupils' educational needs and ensure personal education plans (PEPs) are created without delay

- ensure that PEPs are effective in supporting everyone to help the looked-after child to make good educational progress
- discuss with the pupil the best way for them to make progress and involve any relevant teachers in the discussion to arrange effective provision across the whole curriculum
- take responsibility for reviewing PEPs before the statutory review, ensuring they are up-to-date and contain any new information, including whether agreed provision is being delivered
- ensure PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the pupil and how these resources may be secured
- ensure that, for pupils with SEND, PEPs work in parallel with their education, health and care (EHC) plan

Liaison

The designated LAC teacher should:

- work with services internally and externally to provide the required support for all looked after children. For example, intervention worker within school, looked after children's educational services (LACES), virtual school heads (VSHs) and police etc.
- contribute towards raising parents' awareness of the pupil premium plus and other support for LAC and encourage their involvement in deciding how the funding is used to support their child
- work directly with looked-after and previously looked-after children and their carers, parents or guardians to:
    - promote good home-school links
    - support progress by paying particular attention to effective communication with carers, parents or guardians
    - ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home
    - ensure carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy
    - encourage high aspirations and working with the child to plan for their future success and fulfilment

Being a source of advice for teachers

The designated LAC teacher should:

- take lead responsibility for ensuring all staff members have strong awareness, training and skills relating to the specific needs of LAC and how to support them, e.g., with regard to attendance, homework and behaviour
- ensure all staff members have high expectations of LAC's learning and set targets to promote educational progress
- promote attachment and trauma awareness between staff members, ensuring they are aware of the emotional, psychological, and social effects of loss and separation from birth families and how this impacts on pupils' behaviour
- ensure all staff members understand the importance of viewing LAC as individual pupils rather than a group of pupils, and that they are treated equally
- ensure staff members are aware of the training opportunities that are available to them
- maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals
- represent the school at meetings of designated leads and circulate the outcomes to staff members

- ensure staff members receive frequent updates regarding particularly vulnerable LAC
- work with other institutions to ensure that pupils' transition to the next stage in their education is as smooth as possible, confirming that any other appropriate institutes have all the necessary documents
- where necessary, securely transfer pupils' personal files, as well as those containing child protection issues, to other educational establishments, ensuring that confirmation of receipt is obtained

Appendix 3: Safe working practices

Propriety and behaviour

All staff are expected to:

- set high expectations and challenging targets for all pupils
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any pupil that may be considered to be of an inappropriate nature

All staff are expected to refrain from:

- making inappropriate remarks (including innuendoes) to, or about, a pupil
- discussing personal relationships with or in the presence of pupils
- discussing a pupil's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 is a criminal offence, even if that pupil is over the age of consent.

Dress and appearance

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment, or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory

Rewards and gifts

All staff are expected to abide by the school's Gifts and Hospitality policy which clearly sets out when and how rewards and gifts may or may not be used/accepted.

Infatuations

All staff are expected to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to a senior leader.

Photography, videos and other creative arts

All staff are expected to:

- refrain from taking images of a child's injury, bruising or similar (e.g., following a disclosure of abuse) even if requested by children's social care; or making audio recordings of a child's disclosure
- refrain from making any visual recordings of pupils (still or moving), without the prior consent of a senior leader
- seek parental consent for a photograph/video to be taken or published
- ensure pupil's consent is obtained for the use of images/recordings after the age of 13 years old. This is in line with the Data Protection guidance
- ensure that the storage and distribution of such images/recordings is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images/recordings are available for scrutiny in order to screen for acceptability
- be able to justify images/recordings of children in their possession
- avoid making images/recordings in one-to-one situations
- refrain from taking images/recordings of pupils using personal mobile phones

Social contact

All staff are expected to:

- always gain the approval of a senior leader in advance of any planned social contact with pupils or parents
- advise a senior leader of any (unplanned), social contact they have with a pupil which might cause concern
- report and record any situation which they feel might compromise the school or their own professional standing
- refrain from sending personal communication to pupils e.g., letters and cards unless agreed with a senior leader

Communication using technology

All staff are expected to refrain from:

- passing personal contact details to pupils including email, home, or mobile phone numbers
- any communication with pupils which may be construed as grooming
- making any visual recordings of pupils (still or moving), without the prior consent of a senior leader
- using any personal equipment when communicating with pupils

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with pupils. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid being misconstrued.

Physical contact

All staff are expected to:

- refrain from touching pupils in a way which may be considered as indecent or for the gratification of the adult or the pupil

- avoid any gratuitous or unnecessary physical contact with pupils (this includes horseplay, tickling or stroking the head etc.)
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage pupils, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward (this includes hugs and pats on back etc.)
- ensure that physical contact is never secretive or represents a misuse of authority

Behaviour management and physical restraint

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the school's agreed Behaviour policy
- ensure parents are informed of all sanctions
- avoid the use of sarcasm or demeaning and insensitive comments towards pupils

Please see the Behaviour policy for full details on behaviour management strategies upheld by the school.

Some situations may give rise to the need for physical intervention. However, school staff must ensure that they have considered the pupil's safeguarding and welfare when restraint is used especially on a pupil with SEND. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method, then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- to restrain a pupil at risk of harming themselves through physical outbursts

Under no circumstances should staff use force as a punishment. Please see the school's Positive Handling policy for full guidance.
2026 update: any restrictive intervention must be lawful, necessary and proportionate, use no more force than necessary and last for the shortest possible time. Staff must consider known vulnerabilities, including SEND, mental-health needs, trauma and medical conditions, and use preventative and de-escalation strategies wherever possible. Significant incidents must be recorded, reviewed and communicated to parents/carers in line with the Positive Handling policy and current guidance.

One-to-one situations

All staff should:

- avoid meeting with pupils in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with pupils that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior leader

Intimate care

Some pupils may require intimate care – this may include support with toileting or removing soiled clothing. In supporting such children, staff should:

- ensure they have completed appropriate training
- take account of the school's Supporting Pupils with Medical Conditions policy
- adhere to a care plan agreed with parents for pupils requiring intimate care
- encourage pupils to act as independently as possible
- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan
- share the need for intimate care with parents, if irregular or unexpected

Toileting, Showering and Changing

General Principles

- Shower facilities for boys and girls should be separate, clean and well-maintained so that pupils' health and safety, privacy and dignity are not put at risk
- Suitable toilet and washing facilities should be provided for the sole use of pupils
- Separate toilet facilities for boys and girls aged 8 years or over should be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time
- Suitable changing accommodation and showers should be provided for pupils aged 11 years or over at the start of the school year who receive physical education
- Where separate facilities are provided for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled
- As far as possible, members of staff should supervise or assist pupils of the same gender
- Wherever possible designated single sex changing room or areas should be used. If this is not possible and boys and girls change together, in a classroom for example, consideration should be given to utilising furniture or screens to provide discrete areas

All staff are expected to:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour and, where there are changing rooms, announce their intention of entering
- avoid remaining in the room unless a pupil's needs require it (judgement will be based on the age and development needs of the pupils)
- take into account the needs of pupils from different religions, beliefs and cultural backgrounds

Where pupils need assistance, staff are expected to:

- take account of the intimate care section held within the 'Supporting Pupils with Medical Conditions' policy
- encourage pupils to be as independent as possible, giving verbal help before offering assistance
- provide assistance openly, not out of sight of others

All staff must not:

- change in the same place as children
- shower with children

When off-site showering and changing arrangements are in place:

- the above guidance will apply
- pupils will not share changing/toilet facilities with members of the public
- where changing facilities are shared with pupils from another school, adults from both schools will make appropriate arrangements and properly risk assess together

Visual access to classrooms

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.

Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.

Administration of medication

In dispensing medication to pupils, staff should:

- take account of the school's 'Supporting Pupils with Medical Conditions' policy
- ensure that they are authorised to dispense medication
- ensure that parental consent has been secured and recorded
- ensure that all medicines are stored in a locked cupboard, or if refrigerated, in an area not accessible to pupils
- record the storage, dispensing and disposal of medication
- not force a pupil to take medicine if they refuse to do so - in such a case, parents should be informed immediately and emergency services called if needed

Staff must also ensure that all personal medication is stored securely in a locked area at all times.

Transporting pupils in staff cars

Pupils should only be transported in staff cars as a matter of last resort – where alternative modes of transport are unavailable and only when the pupil is not distressed in any way. Normally, this will mean when taking pupils home – trips should not be planned with the intention of using staff vehicles for transport. In transporting pupils using a staff vehicle:

- the consent of a senior leader should be secured on each occasion
- there should be at least one adult additional to the driver acting as an escort
- the member of staff should have 'Business' car insurance on their vehicle
- the member of staff should ensure that the car is roadworthy
- the pupil should sit at the back of the car – and be instructed to wear a seat belt

Appendix 4: Safeguarding and Prevent Checklist

Please ensure all checks are complete.

Please be aware this is not an exhaustive list of all safeguarding measures.

No.	Key Actions	School Lead	RAG
Safeguarding Policy, Training, Procedures and Record Keeping			
1.	Ensure the school Safeguarding Policy is fully compliant with government guidance and includes the Prevent duty, Channel process and FGM Duty.		
2.	Ensure the school Safeguarding policy is available on staff shared drive alongside the supplementary government guides.		
3.	Ensure school Safeguarding policy is uploaded to school website.		
4.	Ensure the school's Safeguarding policy reflects the region, for example includes Prevent lead/local children's centre.		
5.	Ensure Parent Handbook outlines the school's approach to safeguarding.		
6.	Ensure there is evidence that Safeguarding Policy and KCSIE Part One in full has been disseminated to ALL staff at annual whole school training (e.g. registers, handouts).		
7.	Ensure Annual Safeguarding Declaration has been signed by all staff and all understand the responsibilities for safeguarding.		
8.	Retain evidence of any safeguarding updates shared with staff outside of the annual training (e.g. registers, handouts).		
9.	Ensure staff are aware of signs of abuse (including child on child and sharing nudes and semi-nudes), Prevent duty, and duty to report discovery of FGM.		
10.	Ensure staff aware of the early help process and their role within it.		
11.	Ensure staff are aware of the fundamental British values and their role in ensuring pupils understand these.		
12.	Ensure school Prevent risk assessment/action plan complete.		
13.	Ensure staff and governors are inducted into the school's own Prevent strategy (e.g. curriculum programme, policies and procedures).		
14.	Ensure there is a designated safeguarding lead (and at least one deputy) in place. There should also be a Prevent lead and designated teacher for looked after children.		
15.	Ensure designated safeguarding lead refresher training is up to date.		
16.	Ensure deputy designated safeguarding lead(s) refresher training is up to date.		
17.	Ensure designated safeguarding lead JD/PS (Appendix 1 Safeguarding and Child Protection Policy) filed in DSL's and DDSL's personnel file.		
18.	Ensure close communication between DSL and attendance lead in order to monitor all pupils particularly our vulnerable pupils.		

No.	Key Actions	School Lead	RAG
19.	Ensure the local authority is informed when a pupil is deleted from the school register on any of the 15 grounds for deletion. Ensure that the local authority is aware of any missing information when a child is deleted from the school roll, such as the name of the destination school, or the address to which the child is moving. (This is to help identify children missing from education).		
20.	Ensure the designated LAC teacher has a separate job description.		
21.	Ensure SLT are familiar with the local safeguarding partners annual report. Consider the weaknesses/trends in the context of the school setting and make any necessary adjustments.		
22.	Ensure all staff know who the DSL/DDSL/Prevent officer are and how to contact/ report concerns via the safeguarding system.		
23.	Ensure all staff know how to report allegations or concerns relating to staff or volunteers		
24.	Ensure appropriate mechanisms are in place for recording and monitoring allegations/concerns against staff and volunteers, including low level concerns.		
25.	Ensure all pupils know who the DSL/DDSL/Prevent officer are – display posters of the DSL/DDSL in key areas throughout the school.		
26.	Ensure pupils have a number of avenues through which to express their opinions and raise concerns.		
27.	Ensure the school works in line with locally agreed procedures when dealing with safeguarding issues.		
28.	Ensure chair of the local governing body and designated governor for safeguarding is aware of governing body responsibilities with respect to safeguarding and the Prevent duty.		
29.	Ensure there is evidence of regular meetings between the designated governor for safeguarding and designated safeguarding lead.		
30.	Ensure the head teacher's report to governors includes an update on safeguarding.		
31.	Ensure the Safeguarding Partners 157/175 Audit is completed annually.		
32.	Ensure safeguarding is a standing item on the LGB agenda and SLT agenda.		
33.	Ensure ECM Group records are clear, presentable and complete.		
34.	Ensure all pupils on a safeguarding or child protection plan have accurate and up to date records (including copy of the CP/CIN plan, clear chronology and meeting minutes)		
35.	Ensure procedures in place to deal with allegations of abuse against staff (including malicious allegations).		
36.	Ensure the school's HR team is informed as soon as the school are aware of any allegation against a staff member.		
37.	Ensure Safer Working Practices outline in Safeguarding Policy adhered to.		

No.	Key Actions	School Lead	RAG
38.	Ensure the school have more than one contact name and telephone number for each child. Ensure this includes the virtual headteacher and social worker for any children that are looked after.		
Safer Recruitment and Selection			
39.	Ensure school Recruitment and Selection Policy is in place and safer recruitment principles are adhered to.		
40.	Ensure full recruitment records are available for all staff and volunteers in line with the school recruitment checklist.		
41.	Ensure selection processes take child protection into account with evidence of child protection question asked at interview.		
42.	Ensure regular checks are completed termly by the head teacher and the nominated safeguarding governor.		
43.	Ensure one member of staff on any interview panel has completed safer recruitment training.		
44.	Ensure head teacher plus two members of SLT have completed refresher safer recruitment training every 3 years.		
Safe Environment			
45.	Ensure there are dedicated displays linked to key messages around fundamental British values, safeguarding and personal safety.		
46.	Ensure there are display posters signposting pupils in need to support (e.g. Child Line, NSPCC).		
47.	Ensure appropriate measures/controls for the storage of medication in place.		
48.	Ensure that there is a risk assessment for all movement across the estate and that all staff are following it.		
49.	Ensure that there is a complete, clear and presentable risk assessment of the FULL estate for the last three terms, and that their action points have been implemented.		
50.	Ensure there is a complete and up-to-date fire risk assessment for entire estate.		
51.	Ensure an appropriate supervision rota is in place.		
52.	Ensure all electronic access panels for all areas of the school are working and gates are closing (if applicable).		
53.	Check that all staff have and wear identity badges.		
54.	Ensure all visitors are required to sign in and out of school and given visitor badges and that staff and pupils are aware that they should challenge any individuals who are not known and not wearing visitor badge.		
55.	Ensure visitors have access to the school's 'Safeguarding Guide for Visitors' (see school template)		
56.	Check that all HSE and other risk awareness posters are clearly presented across the estate.		

No.	Key Actions	School Lead	RAG
57.	Ensure appropriate web-filtering and monitoring in place (which is age-appropriate and includes monitoring of community languages).		
58.	Ensure all statutory checks are complete and evidenced.		
59.	Ensure appropriate first aid training is undertaken by relevant staff.		
60.	Ensure first aid boxes in place and appropriately signposted in school.		
61.	Ensure that a suitably detailed log of accidents is maintained and is up to date.		
62.	Ensure appropriate fire safety/marshal training is undertaken by relevant staff.		
63.	Ensure emergency evacuations take place on a termly basis and evidenced.		
64.	Ensure procedures for lockdown are in place and records of drills retained.		
65.	Ensure Health and Safety Policy in place.		
66.	Ensure written confirmation from alternative providers confirming the relevant checks have taken place.		
Other related policies and procedures			
67.	Ensure the strategic plan includes Prevent priorities.		
68.	Ensure school Anti-Bullying Policy in place and shared with staff.		
69.	Ensure Anti-Bullying approach outlined in Parent Handbook.		
70.	Ensure Anti-Bullying Policy available on school website.		
71.	Maintain a central log of bullying, racist and child on child abuse incidents that is up-to-date and verified – Ofsted will want to speak to a pupil recorded in it.		
72.	Ensure the mental health checklist is reviewed termly and there is an adequate number of mental health first aiders in school (in line with school recommended numbers).		
73.	Ensure Volunteers Procedure implemented.		
74.	Ensure all external speakers are vetted, approved and recorded (including declarations) in line with the school External Speakers and Charities Policy and school Vetting and Due Diligence Policy.		
75.	Ensure all charitable activity is approved and recorded in line with the school External Speakers and Charities Policy and school Vetting and Due Diligence Policy.		
76.	Ensure staff familiar with school Staff Code of Conduct Policy.		
77.	Ensure pupils familiar with school Pupil Code of Conduct.		
78.	Ensure Trust Complaints Policy uploaded to website and complaints dealt with according to processed outlined within.		
79.	Ensure staff and Governors are familiar with Social Media Policy.		

80.	Ensure the annual filtering and monitoring effectiveness review has been completed by the responsible SLT member with the DSL and IT support, with checks and actions recorded.		
81.	Ensure robust DSL cover arrangements, including secure access to safeguarding information, are tested and understood by staff.		
82.	Ensure staff training covers Family Help, prejudice-based harm, AI/deepfakes, cyber security, medical-condition vulnerability, young carers and serious violence/exploitation.		
83.	Ensure volunteer/regulated-activity and barred-list requirements have been reviewed for 2026 and existing volunteers affected by the change have been checked.		
84.	Ensure mobile phone-free school expectations are communicated and monitored.		
85.	Ensure Reception/EYFS procedures reflect the 2026 EYFS safeguarding changes, including checks and suitability, screen use, safer sleep where applicable, Ofsted notification and banned dog breeds.		
86.	Ensure child-protection transfer arrangements include a structured summary distinguishing current from historic safeguarding information.		

No.	Key Actions	School Lead	RAG
80.	Ensure Home School Agreements completed for all pupils.		
81.	Ensure website outlines inclusive offer.		
82.	Ensure school Attendance and Punctuality Policy in place and procedures in place to respond to appropriately to children who go missing in education.		
83.	Ensure school trips are run in line with Trust Off Site Visits / Requirements for Off Sites Visits and Adventurous Activities Policy and all trips approved via EVOLVE system.		
84.	Ensure school Whistleblowing Policy in place and uploaded to the school website.		
85.	Ensure school Supporting Pupils with Medical Conditions Policy in place and records relating to the medical needs register, administration of medication, support plans etc. up to date.		
86.	Ensure school Behaviour Policy, School Rewards and Sanctions, School Powers of Search Policy and school Positive handling Policy in place and adhered to.		
87.	Ensure school Equal Opportunities Policy in place and adhered to.		
88.	Ensure school Equalities Policy in place and adhered to.		
89.	Ensure school Pupil ICT Acceptable Use Policy in place and adhered to.		
90.	Ensure school Electronic Information and Communications Policy in place and adhered to.		
91.	Ensure school Induction Policy in place and adhered to.		
92.	Ensure school PSHE Policy in place and adhered to.		
93.	Ensure school BCERP in place and shared with staff.		
94.	Ensure school Sex and Relationships Education Policy in place and adhered to.		
95.	Ensure school SEN – Information, Policy and Guidance Policy in place and adhered to.		
96.	Ensure school Whole School Food Policy is in place and adhered to.		
97.	Ensure school Collective Worship Policy is in place and adhered to.		
98.	Ensure school Faith and Character Education Policy in place (Faith schools only).		
99.	Ensure Faith and Character Education training has been provided to all staff. (Faith schools only).		
100.	Ensure annual Faith and Character Education Policy declarations are complete for all staff (Faith schools only).		
101.	Ensure the school Faith and Character Education SEF is up to date (Faith schools only).		
102.	Ensure school Data Protection Policy is in place and adhered to.		

No.	Key Actions	School Lead	RAG
103.	Ensure pupil wellbeing surveys are completed at least twice a year.		
104.	Ensure a pupil voice meeting is held at least annually with randomly selected pupils by the school Safeguarding Lead.		
Curriculum			
105.	Ensure there is a clear provision map for RHE/RSHE and the wider elements of PSHE.		
106.	Ensure an annual online safety review is completed to ensure the curriculum and supportive interventions reflect the risks the pupils face.		
107.	Ensure curriculum evidence teaching of e-safety.		
108.	Ensure curriculum promotes fundamental British Values.		
109.	Ensure pupils are taught how to stay safe outdoors, identify and respond appropriately to risk (Clever Never Goes Primary resources on Safeguarding Team Resources).		
Early Years			
110.	Ensure that EYFS leader and staff working in the early years have read and understood 'The statutory framework for the early years: setting the standards for learning, development and care of children from birth to five.' This document sets out the minimum standards for care of children in the early years.		
111.	Ensure that the specific staffing ratios for children aged 2,3 or 4 are adhered to and that Reception classes do not exceed infant class size regulations: For children aged 2: - there must be at least one member of staff for every 4 children - at least one member of staff must hold a full, relevant level 3 qualification - at least half of all other staff must hold a full, relevant level 2 qualification For children aged 3+: - where a person with QTS, EY Professional Status, EYTS or another suitable level 6 qualification is working directly with children: - there must be at least one member of staff for every 13 children - at least one other member of staff must hold a full and relevant level 3 qualification Where there is no person with QTS, EY Professional Status, EYTS or another suitable level 6 qualification working directly with children: there must be at least one member of staff for every 8 children - at least one member of staff must hold a full and relevant level 3 qualification - at least half of all other staff must hold a full and relevant level 2 qualification - (Staff must be aged 17 or over to be counted within ratios. The school must be satisfied that an apprentice or pupil on long-term placement aged 17 + is competent before including them in a ratio) For Reception class, the minimum legal requirement is one fully qualified teacher for every 30 children.		

No.	Key Actions	School Lead	RAG
112.	Ensure that a suitable induction process is in place that includes safeguarding of young children. This must include procedures for reporting concerns, administering medicine and the acceptable use of mobile phones/ technology.		
113.	Ensure that at least one person who has received up to date certified training in paediatric first aid (PFA) is available at all times when early years children are present.		
114.	Ensure that: - written permission is received before any medication is administered - where medicine is provided on prescription, this can only be administered if prescribed for the named child by a doctor, dentist, nurse or pharmacist - records must be kept of any medicine that is administered - staff must receive appropriate training before administering medicines - any staff medication is secured safely.		
115.	Ensure that the dietary needs of children are known and acted upon. Ensure that hygienic facilities are in place for the preparation of healthy snacks and that fresh drinking water is always accessible.		
116.	Ensure that toilets and, where necessary, nappy changing facilities, are adequate and hygienic.		
117.	Ensure that a key person is identified for each child in the early years and that they are clear about their responsibilities with respect to this child.		
118.	Ensure that a supervision process is in place for all staff working with early years children that enables the confidential discussion of sensitive issues.		
119.	Ensure that arrangements can be made for staff to speak confidentially with parents and carers.		
120.	Ensure that clear processes are in place to ensure children are only released to individuals notified to the school, and that no children ever leave the premises unsupervised.		

Annual Review Records

Term	Review Date	Completed by
Autumn		
Spring		
Summer		

Appendix 5: Staff safeguarding declaration

Annual Safeguarding

Declaration

- I have read and understood the School's Safeguarding and Child Protection Policy, including the appendices.

- I have read and understood Part One of the DfE guidance Keeping Children Safe in Education (KCSIE) 2026 in full. I understand that the Part One overview is supplementary and does not replace the full Part One.
- I have read and understood the school Staff Code of Conduct.

- I have read and understood the Social Media Policy.

- I have completed the School's safeguarding training, including Prevent training.
  I understand the 2026 safeguarding changes relevant to my role, including Family Help, prejudice-based harm, online/AI risks, child-to-parent/caregiver abuse, medical-condition vulnerability and the requirement to report concerns promptly to the DSL or deputy DSL.

- I understand that supplementary safeguarding guidance is available at www.gov.uk

- I agree to adhere to the protocols set out in the School's Safeguarding and Child

- Protection Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2026).

- I do not have any new cautions or convictions that would show on a DBS since my last certificate was issued. (If you do, please speak to your line manager or head teacher as soon as possible).

Print name: ……

Sign: ……..

Date: ……..

Appendix 6: Safeguarding concern form

Safeguarding Concern Form

CONFIDENTIAL

PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of pupil:	
D.O.B.	
Class / Year	
What is the nature of your concern?	
- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based abuse / forced marriage, e-safety issues, radicalisation, other … - Have you had any previous concerns about this pupil? If so, what, when, action? - ***If you have received a 'disclosure' from or about a child please complete Part 2 overleaf***	
Are there any injuries of concern?	Yes / No
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
If you have received a 'disclosure' from or about a child please complete Part 2 overleaf	

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

**It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

Name of person to whom the 'disclosure' has been made	
Position / relationship with child	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	

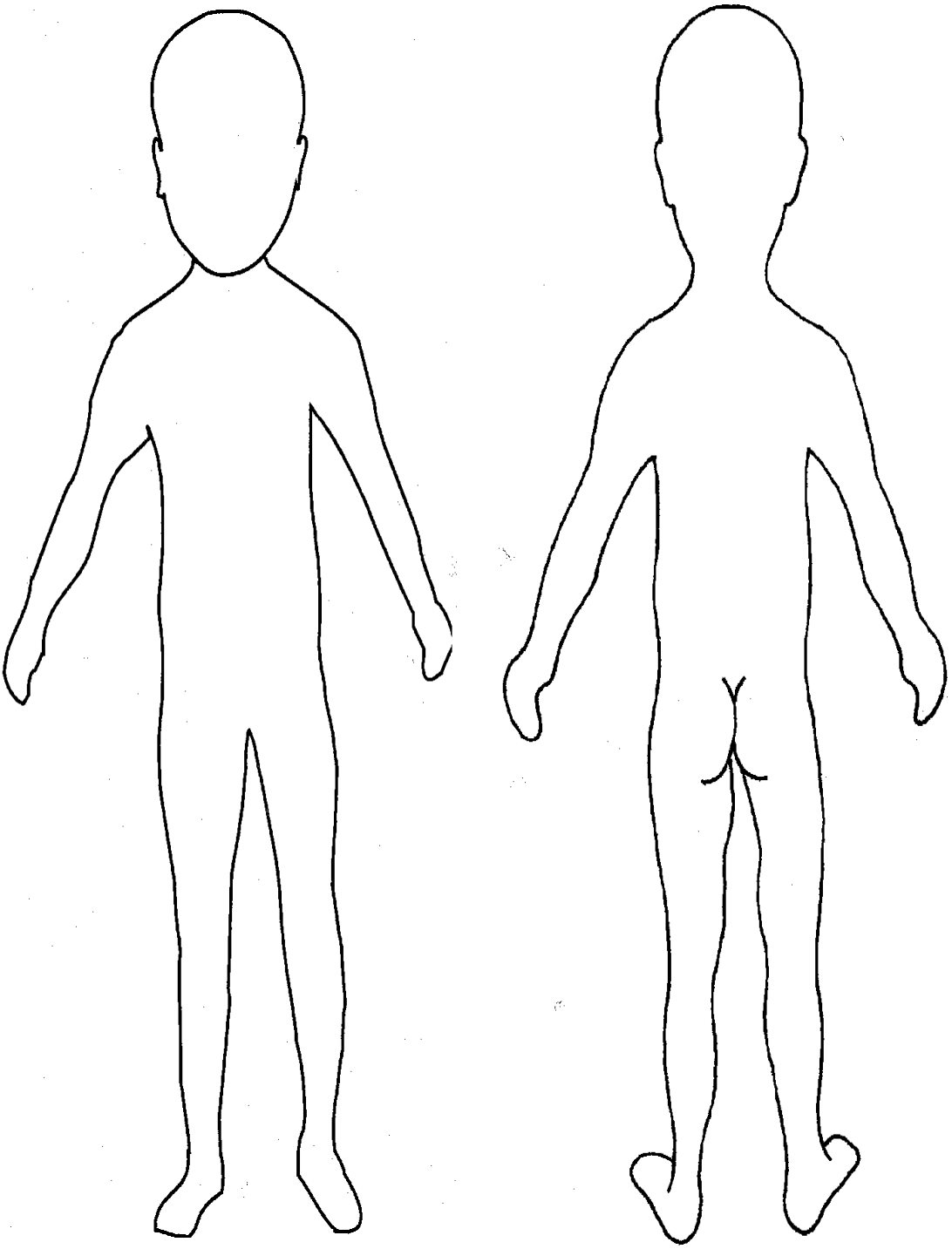
WHO is said to be involved	
WHAT is said to have happened / be happening?	
WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is the pupil now?	
Continuation sheet added	YES / NO

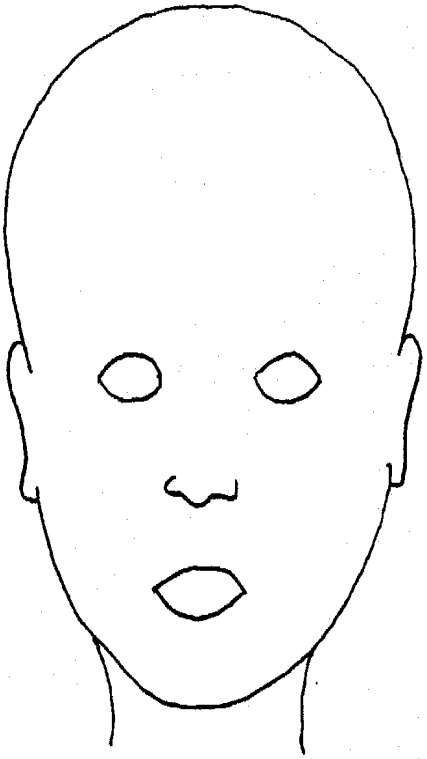
Note:

- *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.*
- *If you have used quotes please ensure that they are accurate.*
- *Make a note of any open questions asked or minimal prompts used.*
- *Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.*

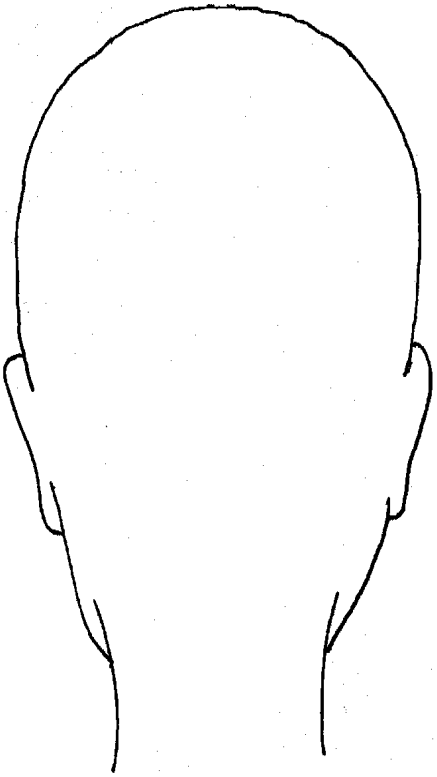
Signed	
Name	
Job title	
Time/Date	

PART 3: BODY MAP





FRONT



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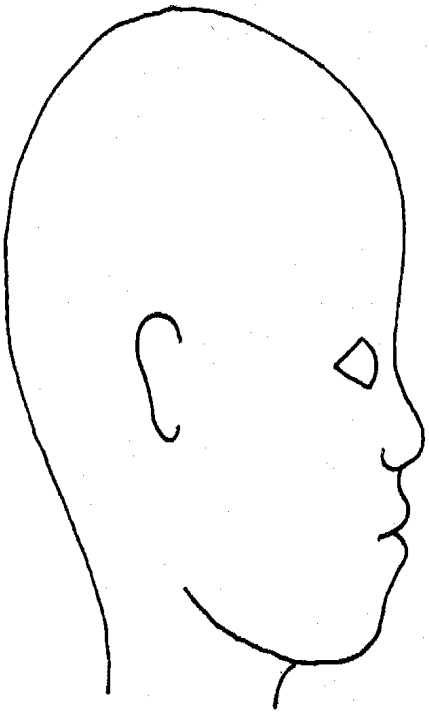

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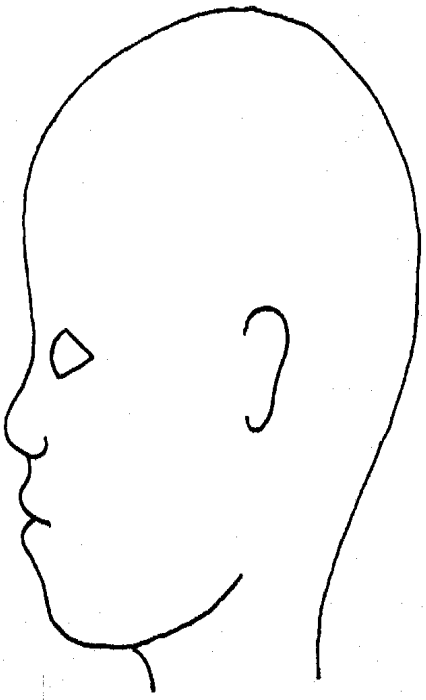

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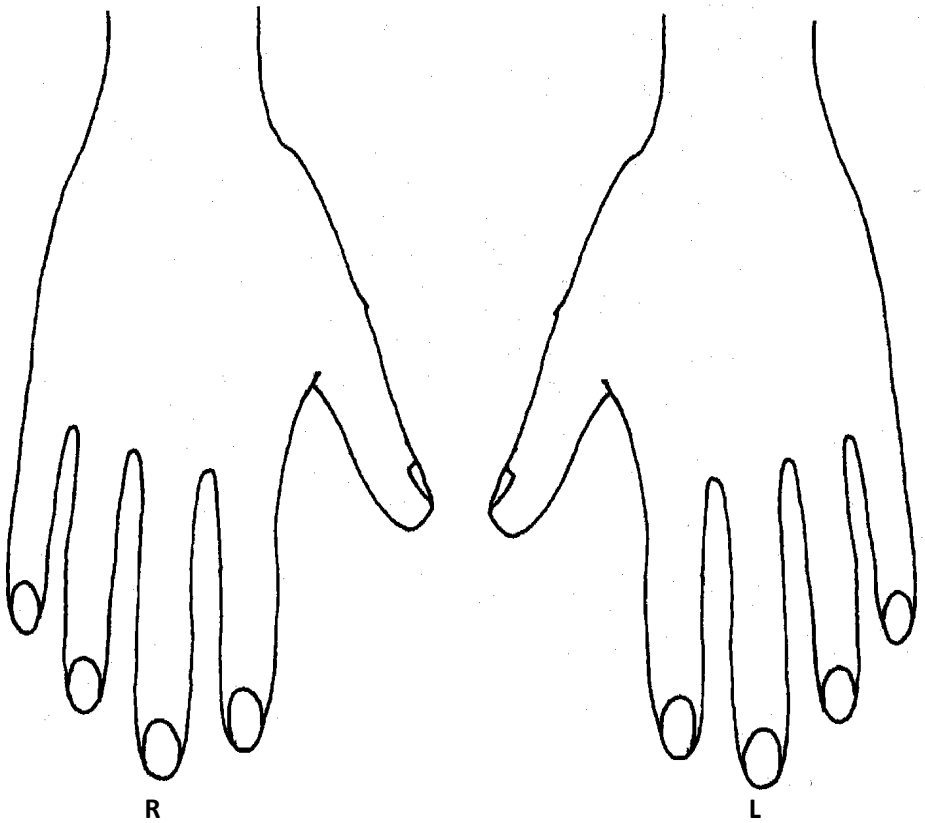

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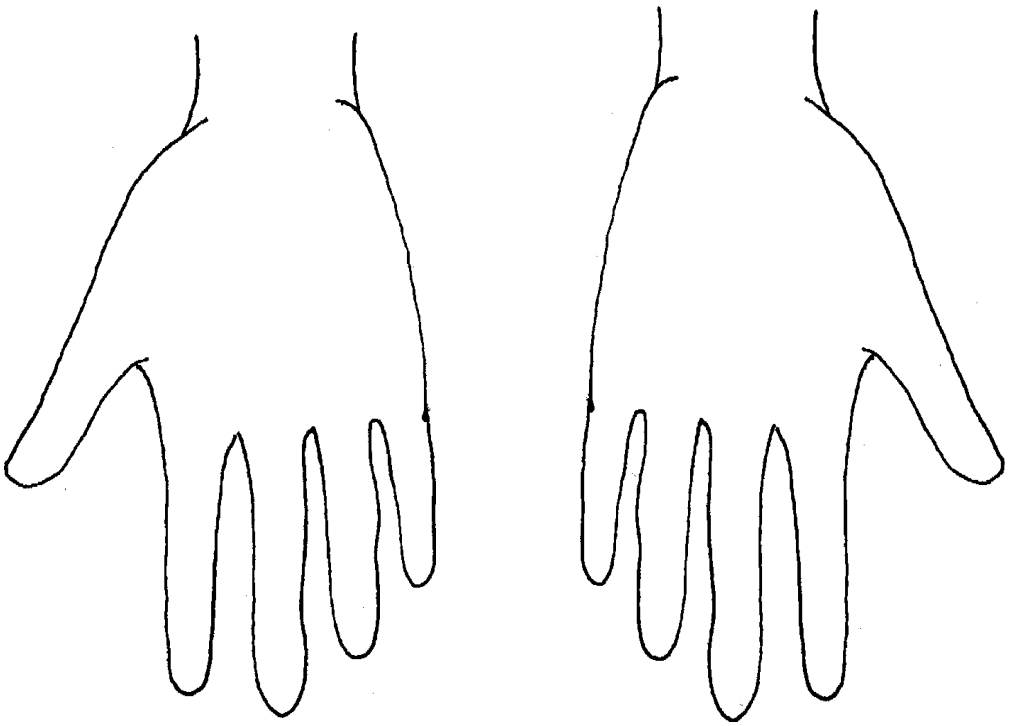
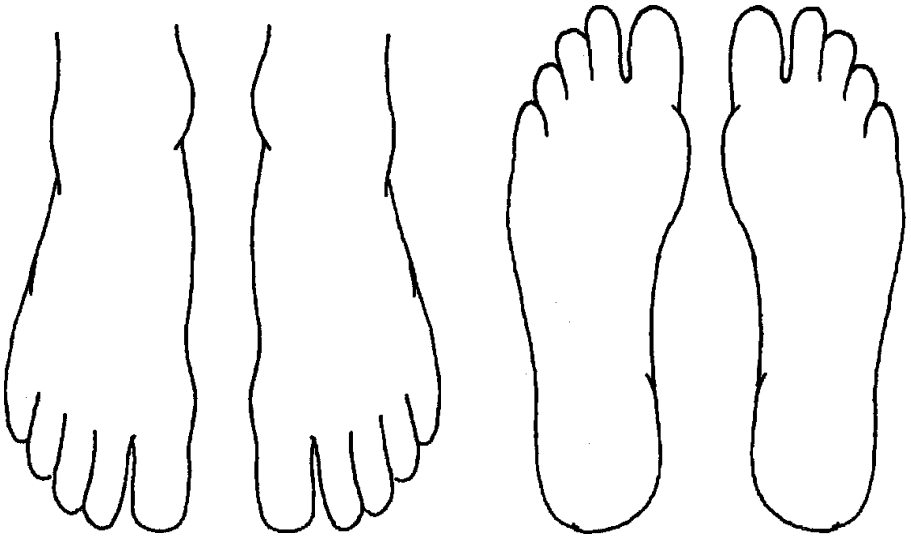


R **Front** **L**



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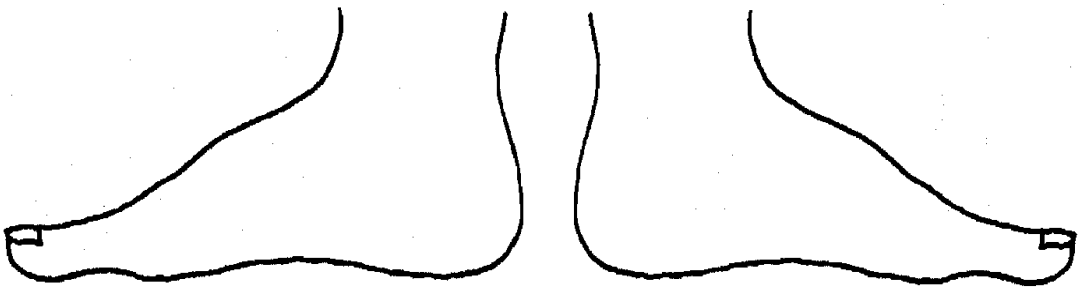
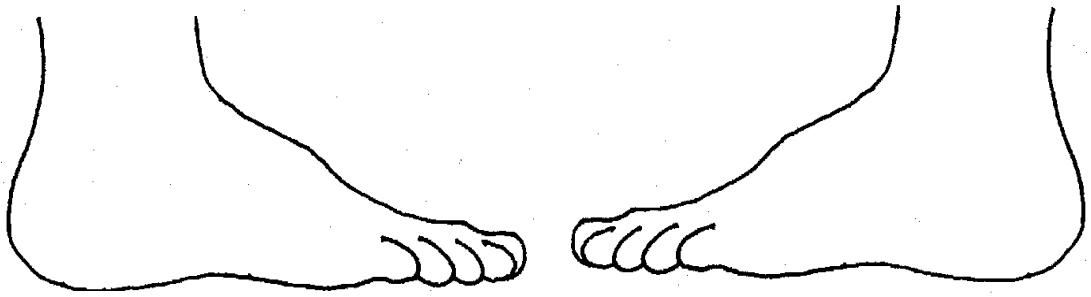


R L

INNER



R L

OUTER

PART 4: ACTION TAKEN BY DSL

Time and date information received by DSL and from whom	Time	
	Date	
	From	
Action taken (internal & external advice sought, referral to SENCO, Attendance Officer, Children's Social Care, continued monitoring etc) Include time, dates, names, who information shared with and when etc		
Parents informed and reasons?	Yes / No	
Pupil Child Protection File created?	Yes / No	
Front Sheet populated?	Yes / No	
Chronology Record started/updated	Yes / No	

Signed by DSL	
Name	
Time/Date	

Appendix 7a: Safeguarding concerns form – allegations against staff

Safeguarding Concerns Form – Allegations Against Staff

CONFIDENTIAL

To be completed following the reporting of a safeguarding concern relating to a staff member or volunteer within the school. This may relate to a specific incident, or may relate to an individual's general behaviour with or around pupils.

This form can be completed collaboratively with the head teacher, or the staff member may wish to complete the form themselves and return via secure email.

Where the concern relates to the head teacher the chair of governors or a senior member of the education team will complete the form with input from the staff member raising the concern.

DETAILS OF THE PERSON TO WHOM THE CONCERN RELATES

Name of staff member/volunteer	
Job title of staff member/volunteer	
Establishment of the staff member/volunteer	

DETAILS OF THE PERSON RAISING THE CONCERN (Add N/A if the concern has not been reported by a staff member)

Name	
Job title	
Establishment	
Date concern raised	

DETAILS OF THE PERSON WHO HAS RECEIVED THE CONCERN

Name	
Job title	
Establishment	
Date concern received	

What is the nature of the allegation/concern?

If the allegation/concern relates to a specific incident include the following details	
Date of incident	
Time of incident	
Location of incident	
Were there any other witnesses? If so, include names	

Has the staff member reporting the concerns had any previous concerns regarding this staff member/volunteer, or have concerns been raised previously?	YES/NO
If YES, please add further detail below	

TO BE COMPLETED BY THE head teacher/CENTRAL HR TEAM/GOVERNORS

Is the allegation/concern likely to meet the harms threshold?	YES/NO
Rationale for reaching this decision	

If **YES**, complete the **Safeguarding Risk Assessment – Allegations against staff** form (Appendix 7a) to assess the level of risk and follow the steps outlined in the **Safeguarding Allegations Flowchart** (Appendix 8).

If **NO**, complete the 'Agreed Actions' section below and follow the steps outlined in the **Safeguarding Allegations Flowchart** (Appendix 8).

AGREED ACTIONS

Consideration should be given to appropriate actions that will support the reduction of risk, for example, training and development, discussion with the employee regarding concerns, review of policies or processes, peer support and monitoring of future behaviour.

Action	Desired outcome	Timescale	Responsible Officer

Action	Desired outcome	Timescale	Responsible Officer

Appendix 7b: Safeguarding risk assessment form – allegations against staff

Safeguarding Risk Assessment Form – Allegations Against Staff

CONFIDENTIAL

To be completed by the head teacher if an allegation/concern may meet the harms threshold.

The purpose of the safeguarding risk assessment is to identify:

- If there is any risk to children, young people or adults with whom the employee has contact with, in a position of trust
- Whether the allegation/concern meets the harms threshold
- How any risk identified should be best managed
- Whether the employee is safe to continue in their role
- Any future implications should the employee continue in their role

BACKGROUND

Name of staff member/volunteer	
Job title of staff member/volunteer	
Establishment	
Date DBS checked	
Outcome of DBS check	

Are there any children present in the household of the employee?	YES/NO/UNKNOWN
If YES, please provide gender and age details	
Gender	**Age**

What is the nature of the allegation/concern? *Refer to the Safeguarding Concerns – Allegations against staff form*

If the allegation/concern relates to a specific incident include the following details

Refer to the Safeguarding Concerns – Allegations against staff form if this has been completed	
Date of incident	
Time of incident	
Location of incident	
Were there any other witnesses? If so, include names	

RISK ASSESSMENT FACTORS

On the basis of the evidence available, professional judgement and experience, the level of risk should be assessed as follows for the appropriate risk assessment factors below:

- **Low risk (L)**
- **Moderate risk (M)**
- **High risk (H)**
- **Severe risk (S)**

Risk Assessment Factor:	**Risk L/M/H/S**
What is the specific allegation/offences? *Assess the risk based on the gravity of the allegations or offence*	
Is the matter being dealt with by another professional agency e.g. Police or Local Authority Safeguarding Officer?	This question does not need to be rated.
If the matter is currently being dealt with by another agency, what is the current position of the investigation or intervention?	This question does not need to be rated.
How severe is the harm (threatened or inflicted) and are there any children and/or other vulnerable adults involved? *Assess severity of harm threatened or inflicted*	
Is there evidence to suggest that the harm is likely to continue or escalate? *Assess the risk based on the likelihood of the harm continuing or escalating*	
Is there evidence to suggest that the harm was premeditated? *Assess the likelihood of the harm involving premeditation*	
Is there evidence to suggest that the harm was accompanied by sustained threats or coercion? *Assess the likelihood of the harm involving threats or coercion*	
Is there a pattern of history for this type of behaviour? *Assess the level of risk based on previous behaviour, frequency and severity*	
What is the risk of harm posed to other children or adults? *What is the likelihood of harm to the child or adults*	

Have there been any previous concerns or complaints? *Assess the level of risk based on previous history, frequency and seriousness of issues*	
What has been the impact on the employee's health and wellbeing? *What is the level of risk based on the employee's current health*	
Is the employee receiving any medical support? If not, is this intended? *Assess the level of risk incurred from medication or existing treatment plan*	

RISK ASSESSMENT SUMMARY

Overall assessment of risks identified, including the risk to others:

Views and recommendations of professional agency e.g., Police/Local Authority or Safeguarding Officer
Views and recommendations of Risk Assessor
Views of Individual (if appropriate)

On the basis of the evidence available, professional judgement and experience, the level of overall risk should be assessed as follows for the appropriate risk assessment factors below:

Low risk (L): No safeguarding action is required and/or safeguarding issues have been addressed

Moderate risk (M): Safeguarding Protection Plan is required to manage the risk and/or remains in place in this area/overall

High risk (H): Safeguarding Protection Plan requires implementation. Legal action is being taken. The behaviour is persistent and/or deliberate

Severe risk (S): Life may be in danger, risk of major injury or serious physical or mental ill harm. The incidents are increasing in frequency and/or severity.

Overall Risk **Low/Moderate/High/Severe**

AGREED ACTIONS

Consideration should be given to appropriate actions that will support the reduction of risk, for example, training and development, supervision, peer support alternative duties and access to occupational health services. In some circumstances suspension may be required to manage risk.

Action	Desired outcome	Timescale	Responsible Officer

Risk Assessor name	
Risk Assessor signature	
Risk Assessor job title	
Date of Risk Assessment	
Date of Review	

Appendix 7c: Safeguarding Concerns Spreadsheet – allegations against staff

5	ESTABLISHMENT NAME																	
6	PRINCIPAL																	
7																		
8	EMPLOYEE/VOLUNTEER DETAILS			ALLEGATION/CONCERN DETAILS					SAFEGUARDING CONCERN FORM		HARMS THRESHOLD LIKELY TO BE MET?	SAFEGUARDING RISK ASSESSMENT FORM COMPLETE			DBS REFERRAL MADE	TRA REFERRAL MADE
9	EMPLOYEE/VOLUNTEER NAME	STAFF/VOLUNTEER	JOB TITLE/ROLE	DATE CONCERN RAISED	RAISED BY	RAISED TO	NATURE OF CONCERN	HOW WAS CONCERN REPORTED	COMPLETE	OVERALL LEVEL OF RISK			ACTIONS TAKEN	OUTCOME		

Appendix 8: Safeguarding incident involving a member of staff and a pupil (s)

STAFF RESPONSIBILITIES

Be alert and vigilant and prepared to report all safeguarding concerns, no matter how small or minor you think they may be

↓

Safeguarding incident is witnessed or allegation/concern arises

↓

Inform head teacher regarding the allegation/concern

↓

In collaboration with the head teacher, or independently if preferred, complete the **Safeguarding Concern– Allegations against staff** form (Appendix 7a)

↓

Be prepared to act as a witness or provide further information regarding your concerns, if requested to do so*

*Any employee raising an allegation/concern can request anonymity, and this will be respected wherever reasonably possible. However, this may not be possible in all cases.

Head Teacher RESPONSIBILITIES*

- Or chair of governors if allegation/concern relates to the head teacher

Receive an allegation/concern and/or the **Safeguarding Concern – Allegations against staff** form (Appendix 7a)

Safeguarding incident is witnessed or allegation/concern arises

Inform your chair of governors

Complete the **Safeguarding Concern– Allegations against staff** form (Appendix 7a) (if not already completed)

IS THE ALLEGATION/CONCERN LIKELY TO MEET THE HARMS THRESHOLD?

YES

NO

IS THE ALLEGATION/CONCERN LIKELY TO MEET THE HARMS THRESHOLD?

YES

WHEN DEALING WITH AN INCIDENT

- Ensure children are safeguarded
- Remove pupil and member of staff from situation
- Do not question the victim or witnesses at this stage, inform and take advice from HR first
- Inform parents/carers of pupil, if appropriate, after discussing with HR

Conduct initial fact find and contact the LADO for advice

Inform the Chair of Governors (if the allegation relates to the headteacher)

Complete the **Safeguarding Risk Assessment – Allegations against staff** form when there is sufficient information to assess the risk (Appendix 7b)

Follow the advice of HR, LADO and other professional agencies (e.g. police) as appropriate

POSSIBLE ACTIONS

- No action or informal management actions to address concerns
- Suspend employee and initiate disciplinary investigation
- Initiate disciplinary investigation with no suspension
- Attend professional strategy meeting/s

Retain a copy of the **Safeguarding Concern – Allegations against staff** form (Appendix 7a) and the **Safeguarding Risk Assessment – Allegations against staff** form (Appendix 7b) and investigation documentation in the employee's personnel file in all cases except where the allegation is found to be malicious or false.

Record case on the **Safeguarding Allegations Against Staff** spreadsheet (Appendix 7c)

IS THE ALLEGATION/CONCERN LIKELY TO MEET THE HARMS THRESHOLD?

NO

Allegation/concern considered a **LOW LEVEL CONCERN**

Retain a copy of the **Safeguarding Concern – Allegations against staff** form in a secure case file (not in personnel file)

POSSIBLE ACTIONS

- Discussion with staff member/volunteer to remind them of appropriate behaviours
- Training and Development
- Policy/Process/System review

Record case on the **Safeguarding Allegations Against Staff** spreadsheet (Appendix 7c)

Allegation/concern **UNFOUNDED**

Retain a copy of the **Safeguarding Concern – Allegations against staff** form in a secure case file (not in personnel file)

Appendix 9: Child protection file – front sheet

Child Protection File

Front Sheet

Pupil name	
Date of birth	
Any other name by which child is known	

Home address	**Current address (if different)**

Contact tel no.		**Contact tel no.**	

Family members i.e. parents / carers / siblings			
Name	**Relationship**	**Address**	**School Details** (in the case of siblings)

Date file started	
Are records held in school relating to other connected children?	

Contact details of other professionals		
Name	**Agency**	**Address**

Appendix 10: Child protection file – removal of information record

Child Protection File

Removal of Information Record

Pupil Information	
Pupil name	
Date of birth	
Removal of Information	
Date documents or complete file removed	
Name and role of person removing documents or complete file	
Signature of person removing documents or complete file	
List documents removed **(or complete file)**	
Reason for removal	
Replacement of Information	
Date documents or complete file replaced:	
Were all documents replaced?	Yes / No
If all documents are NOT replaced please record which documents have not yet been replaced, along with the location of such documents and reason for such documents not having been replaced.	
Name and role of person replacing documents or complete file	
Signature of person replacing documents or complete file	

Appendix 11: Child protection file – chronology of significant events

Child Protection File

Chronology of Significant Events

Pupil name	
Date of birth	

Date of event	**Date info received/ recorded**	**Significant event**	**Source of information**	**Actions taken and outcomes** (include advice sought, dates, names, who information shared with and when etc)	**Parents informed Y/N and reasons**	**Recorded by** (full name and job title)

Appendix 12: Child protection file - record of child protection file transfer

Record of Child Protection File Transfer

PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of child	
D.O.B.	
Name of school sending CP File	
Address of sending school	
Date file sent	
Name of head teacher **/ Designated Safeguarding Lead**	
Method of delivery	
Signature	

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file	
Address	
Date received	
Name of head teacher **/ Designated Safeguarding Lead receiving file**	
Had the file been tampered with in transit?	
Signature	

Appendix 13: Safeguarding procedures in the event of a partial or full school closure Context

Where there is a partial or full closure of the school, there is an expectation that there will be regular contact and support for vulnerable children. Where possible, children identified as being vulnerable will attend school.

Vulnerable children include children who are supported by social care and those with safeguarding and welfare needs, including those with child in need plans or child protection plans, looked after children, young carers, disabled children and those with education, health and care (EHC) plans. School leaders may also want to include other children facing social and emotional difficulties.

Eligibility for free school meals in itself should not be the determining factor in assessing vulnerability.

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead persons for this will be the school's DSL and designated teacher for looked after children.

Designated safeguarding lead arrangements

There will be trained DSL available either remotely or in person.

In addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be held remotely.

Supporting children not in school

When children are unable to attend school, the school will continue to follow procedures for maintaining regular contact with pupils and families, including home visits where necessary.

Where there is a local lockdown requiring pupils to remain at home, the school will follow the guidance outlined above and offer immediate remote education.

Where required, individual remote education plans will be in place.

We recognise that younger children and some children with SEND may not be able to access remote education without adult support, and so the school will work with families to ensure the curriculum is appropriate for these children.

Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

We recognise that school is a protective factor for children and young people, and a school closure can negatively affect their mental health and wellbeing and that of their parents/carers. Teachers will take family wellbeing into account when setting expectations of pupils' work when they are at home.

School will continue to signpost children and their parents/carers, to a range of appropriate sources of support, within school and beyond school.

Supporting children in school

School will continue to be a safe space for all children to attend and flourish.

The head teacher will ensure that appropriate staff are on site and that staff to pupil ratios are appropriate, to maximise safety.

Where the school has concerns about the impact of the absence of staff, such as the Designated Safeguarding Lead or first aiders, the head teacher will discuss them immediately with their governoor

Following a school closure, it is recognised that staff, parents/carers and children may experience some degree of anxiety about the return to school.

The school will plan to develop an inclusive culture so that everyone returns to a positive working environment. School will refer to the school guidance on mental health and behaviour to help identify children who might need additional support, and to put this support in place.

Pastoral staff will be available for children and will be given the time to provide support as required.

The school will continue to signpost children and parents/carers, to a range of appropriate sources of support, in school and beyond school.

Reporting a concern

The school will continue to use its normal referral processes for any children where it has concerns, in line with the school's Safeguarding and Child Protection Policy.

The school will continue to use its normal referral processes for any adults working with children where it has concerns, in line with the school's Safeguarding and Child Protection Policy.

Attendance recording and absence monitoring

For appropriate coding of pupils, the school will follow guidance as set out by the school Attendance Lead.

Absence procedures for phone calls and home visits will be followed in line with the Safeguarding guidance for schools in the event of a school closure Standard Operating Procedure March 2020.

Safeguarding training and induction

The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

All staff will maintain the view that 'it could happen here' and report any concern to the DSL or Deputy DSL.

Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the safer recruitment processes in line with the school's Recruitment and Selection Policy, Safeguarding Policy, and including, as appropriate, relevant sections in part 3 of Keeping children safe in education (2026).

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction.

Online safety in schools

The school will continue to provide a safe environment including online. This includes the use of an online filtering system.

Where children are using computers in school, appropriate supervision will be in place.

Online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The school will ensure that there is a risk assessment in place relating to remote learning, which covers relevant aspects of safeguarding.

All staff are required to uphold the code of conduct that specifies professional expectations including language, behaviour and dress relating to online teaching.

All pupils are required to uphold the code of conduct specifying expectations of language, behaviour and dress relating to online learning.

All parents are required to uphold the code of conduct that includes safeguarding, including the expectation that they will not share material relating to their children's learning on social media.

Pupils will generally be taught in classes or groups. Occasionally, one-to-one teaching may be required. If this is the case, an individual risk assessment will be completed by the school focused on keeping both the pupil and the staff member safe.

The school will reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues.

Any concerns about aspects of conduct raised in lessons by staff or pupils must be referred to the head teacher.

Pupil behaviour

Where the school receives a report of bullying, racism, or child on child abuse, it will follow the principles as set out in line with the school's Safeguarding and Child Protection and Behaviour policies.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on the safeguarding platform and appropriate referrals made.

Support from the school

The school Central Safeguarding Team will continue to provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

Review

This policy will be reviewed annually in the light of any changed circumstances in our school

or the local area.

2026 policy governance note

This policy incorporates the substantive safeguarding changes in KCSIE 2026 and Working Together to Safeguard Children 2026, including the full Part One reading requirement, Family Help, prejudice-based harm, strengthened DSL cover, annual filtering and monitoring review, generative AI and image-based abuse, child-to-parent/caregiver abuse, safeguarding in sport and school premises, medical-condition and young-carer vulnerability, updated serious violence and exploitation content, mobile-phone expectations, safer recruitment and regulated-activity changes, and strengthened child-protection file transfer arrangements.

For Reception and any other school-based early years provision, this policy also reflects the safeguarding and welfare changes in the EYFS statutory framework effective from 1 September 2026.

The safeguarding information reported to governors will include the outcome of the annual filtering and monitoring review, actions arising, significant trends in online/AI-related safeguarding incidents, training completion, safer-recruitment assurance and implementation of applicable EYFS safeguarding changes.

This policy was adopted on	Reviewed by	Date for review	Date of next review
01-09-2026	Imran Ashraf Khaleda Begum Naman Yasin	01-09-2026	01-09-2027