



# CROSFIELDS SCHOOL

|                                                |                                                                                                                                         |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Policy/Procedure Name:                         | <b>Safeguarding and Child Protection Policy</b>                                                                                         |
| Policy Owner:                                  | <b>Senior Deputy Head &amp; DSL:</b> Miss Rachel Zell                                                                                   |
| Approved by:                                   | <b>Head:</b> Mrs Caroline Townshend<br><b>Safeguarding Governor:</b> Ms Zöe Brass<br><b>Chair of Governors:</b> Mrs Sarah Stocks-Wilson |
| Approval Date:                                 | <b>3 September 2026</b>                                                                                                                 |
| Pending ratification by the Board of Governors |                                                                                                                                         |

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## Crosfields safeguarding contacts



### Head

Mrs Caroline Townshend

[carolinetownshend@crosfields.com](mailto:carolinetownshend@crosfields.com)



### Designated Safeguarding Lead

Miss Rachel Zell

[rachelzell@crosfields.com](mailto:rachelzell@crosfields.com)



### Deputy Designated Safeguarding Lead

Mrs Emma Robson, Head of Juniors

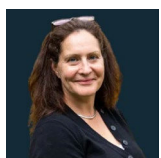
[emmarobson@crosfields.com](mailto:emmarobson@crosfields.com)



### Deputy Designated Safeguarding Lead (EYFS Lead)

Mrs Janey McDowell, Head of Pre-Prep

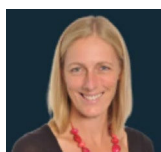
[Janeymcdowell@crosfields.com](mailto:Janeymcdowell@crosfields.com)



### Chair Of Governors

Mrs Sarah Stocks-Wilson

[gov-ssw@crosfields.com](mailto:gov-ssw@crosfields.com)



### Safeguarding Governor

Ms Zöe Brass

[gov-zb@crosfields.com](mailto:gov-zb@crosfields.com)

## Assistant Safeguarding Team

Mr Ian Anderson:

[iananderson@crosfields.com](mailto:iananderson@crosfields.com)

Mrs Tiphane Monsauret:

[tiphainemonsauret@crosfields.com](mailto:tiphainemonsauret@crosfields.com)

Mr Alex Murray-Smith:

[alexmurraysmith@crosfields.com](mailto:alexmurraysmith@crosfields.com)

Mr Luke Cairns

[lukecairns@crosfields.com](mailto:lukecairns@crosfields.com)

Mrs Charlotte Reid:

[charlottereid@crosfields.com](mailto:charlottereid@crosfields.com)

Mrs Dawn Taylor Fox

[dawntaylorfox@crosfields.com](mailto:dawntaylorfox@crosfields.com)

Ms Georgia Undery

[georgiaundry@crosfields.com](mailto:georgiaundry@crosfields.com)

Mrs Alice Westley-Smith:

[alicewestleysmith@crosfields.com](mailto:alicewestleysmith@crosfields.com)

Miss Naimh Andrews:

[niamhandrews@crosfields.com](mailto:niamhandrews@crosfields.com)

Mr Simon Jukes:

[simonjukes@crosfields.com](mailto:simonjukes@crosfields.com)

## Introduction

Crosfields School is committed to safeguarding and promoting the physical, mental and emotional welfare and wellbeing of all pupils and staff. We believe that everyone, without exception, has a right to be safe and treated with inclusion, dignity and respect, regardless of background and live a life free from discrimination. The School recognises that children learn best when they are healthy, safe and secure. The School understands the importance of providing help and support to meet the needs of pupils as soon as problems emerge.

The School recognises that nothing is more important than children's welfare. Children who need help and protection deserve high-quality and effective support as soon as a need is identified (Working Together to Safeguard Children 2026). The School will ensure that children are seen, heard, understood and involved in decisions affecting them wherever possible. We recognise that listening to and understanding the lived experiences, wishes and feelings of children is essential to effective safeguarding practice. The School also recognises that effective safeguarding is best achieved through positive relationships with parents, carers and families, unless doing so would place a child at risk of harm.

The School recognises the impact that discrimination, racism, prejudice and bias can have on safeguarding outcomes. All staff will recognise prejudice-based harm including racism and faith-based prejudice as this may have a significant impact on a child's welfare, wellbeing and sense of safety. Staff will actively identify and challenge discriminatory attitudes and practices and ensure that safeguarding assessments and decisions are culturally informed, anti-discriminatory and centred on the lived experience of the child.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The School's responsibilities for protecting children from maltreatment are both within and/or outside the home, including online (Keeping Children Safe in Education, September 2026).

The proprietorial body/governing board ensures compliance with Part 3 of the Education (Independent School Standards) Regulations.

The School also recognises its responsibilities under the Early Years Foundation Stage Statutory Framework 2025 and subsequent updates. Safeguarding and promoting the welfare of children is paramount. All staff working in EYFS will ensure children are protected from harm and that their wellbeing is promoted through effective safeguarding arrangements, safer recruitment, staff supervision, training and appropriate information sharing. The School adheres to the requirements set out in the EYFS Statutory Framework including the requirements regarding safer sleeping arrangements, paediatric first aid training, safer eating and children's privacy in relation to toileting and nappy changes.

This policy applies to all pupils in the School and sets out a clear and consistent framework for delivery, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing board, the Head and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.

- Staff will exercise professional curiosity, respectfully exploring and understanding the child's lived experience when concerns arise.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil who has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the Head and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

## **The Designated Safeguarding Lead**

The School has appointed a Designated Safeguarding Lead (DSL) Miss Rachel Zell. The School has also appointed several Deputy Designated Safeguarding Leads (DDSLs), some of whom are members of the Senior Leadership Team and have necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection.

In accordance with Early Years Foundation Stage ("EYFS") statutory framework, one of our DDSLs, Janey McDowell, acts as EYFS DSL responsible for safeguarding in relation to pupils within the EYFS. EYFS stage staff are advised to read the EYFS statutory framework alongside KCSIE.

## **Acronyms**

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

| <b>Acronym</b> | <b>Long form</b>            | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                         |
|----------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AI             | Artificial intelligence     | Computer systems and software that are able to perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images.                                                                                                                                                                                                               |
| CCE            | Child criminal exploitation | A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. This can be |

|          |                                 |                                                                                                                                                                                                                                                                                                                                                                        |
|----------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                 | committed or facilitated by an organised network or gang and the victim may be part of this group.                                                                                                                                                                                                                                                                     |
| CSCS     | Children's social care services | The branch of the local authority that deals with children's social care.                                                                                                                                                                                                                                                                                              |
| CSE      | Child sexual exploitation       | A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. |
| DBS      | Disclosure and Barring Service  | The service that performs the statutory check of criminal records for anyone working or volunteering in a school.                                                                                                                                                                                                                                                      |
| DfE      | Department for Education        | The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.                                                                                                                                                      |
| DPO      | Data protection officer         | The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.                                                                                                                                                                                           |
| DSL      | Designated safeguarding lead    | A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.                                                                                                                                                                                                                                        |
| EEA      | European Economic Area          | The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).                                                                                                                                                                                             |
| EHC plan | Education, health and care plan | A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional                                                                                                                                                    |

|         |                                             |                                                                                                                                                                                                                                                                                                             |
|---------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                             | support needs or interventions and the intended impact they will have for the pupil.                                                                                                                                                                                                                        |
| FGM     | Female genital mutilation                   | All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.                                                                             |
| UK GDPR | UK General Data Protection Regulation       | Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.                                                                                                                  |
| HBA     | 'Honour-based' abuse                        | So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.                                                                                                                                                                                |
| HMCTS   | HM Courts and Tribunals Service             | HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.                                                                                          |
| HSB     | Harmful Sexual Behaviour                    | An umbrella term for sexual actions by individuals under 18 that are developmentally inappropriate, cause harm to self or others, or are abusive toward another person. It ranges from inappropriate language to severe peer-on-peer abuse and includes both physical and online (technology-assisted) acts |
| IICSA   | Independent Inquiry into Child Sexual Abuse | The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.                        |
| KCSIE   | Keeping children safe in education          | Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.                                                                                                                                                                                               |

|          |                                                                        |                                                                                                                                                                                                                                 |
|----------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA       | Local authority                                                        | A local government agency responsible for the provision of a range of services in a specified local area, including education.                                                                                                  |
| LAC      | Looked-after children                                                  | Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.                                                                               |
| LGBTQIA+ | Lesbian, gay, bisexual, transgender, queer, intersex and a-sexual plus | Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.                                              |
| NPCC     | The National Police Chiefs' Council                                    | The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.                                                    |
| PLAC     | Previously looked-after children                                       | Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.                                                       |
| PSHE     | Personal, social and health education                                  | A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.                                                                                                       |
| RSHE     | Relationships, sex and health education                                | A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.                                                               |
| SCR      | Single central record                                                  | A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity. |
| SENDCO   | Special educational needs                                              | A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision                                                                    |

|     |                              |                                                                                                                                                                                                                             |
|-----|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | and disabilities coordinator | of education to pupils with special educational needs and disabilities.                                                                                                                                                     |
| SLT | Senior leadership team       | Staff members who have been delegated leadership responsibilities in a school.                                                                                                                                              |
| TRA | Teaching Regulation Agency   | An executive agency of the DfE with responsibility for the regulation of the teaching profession.                                                                                                                           |
| VSH | Virtual school head          | Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker. |

## Definitions

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

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

- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of pupils’ mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, “**consent**” is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and has the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

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

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

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

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

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, and collectively called **“youth-produced sexual imagery”** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of

18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

“**Deep fakes**” and “**deep nudes**” refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, “**indecent imagery**” is defined as an image which meets one or more of the following criteria:

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

Indecent images also include indecent “**pseudo-images**”, which are images have been created or manipulated using computer software and/or AI.

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

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

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing, causing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical

contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 1. Legal framework

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2026\)](#) and [Working Together to Safeguard Children \(2026\)](#), and has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

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

### Statutory guidance

- Home Office (2023) '[Prevent duty guidance: Guidance for specified authorities in England and Wales](#)'
- DfE (2023) '[Working Together to Safeguard Children 2026](#)'
- DfE (2024) '[Working together to improve school attendance](#)'
- DfE (2018) '[Disqualification under the Childcare Act 2006](#)'

- DfE (2025) [‘Keeping children safe in education 2026’](#)
- HM Government (2020) [‘Multi-agency statutory guidance on female genital mutilation’](#)
- HM Government (2023) [‘Channel Duty Guidance: Protecting people susceptible to radicalisation’](#)
- Home Office and Foreign, Commonwealth and Development Office (2023) [‘Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage’](#)
- HM Government (2018) [Data Protection Act](#)
- HM Government [Data \(Use and Access\) Act](#) 2025

### **Non-statutory guidance**

- DfE (2015) [‘What to do if you’re worried a child is being abused’](#)
- DfE (2017) [‘Child sexual exploitation’](#)
- DfE (2025) [‘Filtering and monitoring standards for schools and colleges’](#)
- DfE (2024) [‘Information sharing’](#)
- DfE (2024) [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#)
- DfE (2021) [‘Teachers’ Standards’](#)
- DfE (2024) [‘Recruit teachers from overseas’](#)
- DfE (2025) [‘Meeting digital and technology standards in schools and colleges’](#)

We follow the procedures of the Berkshire West Safeguarding Children Partnership (BWSCP). Contact details for BWSCP and their multi-agency safeguarding arrangements can be found via their website here [BWSCP Home](#). We will operate in accordance with any multi-agency safeguarding arrangements put in place with these safeguarding partners.

Every complaint or suspicion of abuse, neglect or exploitation from within or outside the School will be taken seriously and action will be taken in accordance with this policy. In particular we will take appropriate steps to address and deal with child-on-child abuse allegations as set out below.

## **2. Roles and responsibilities**

All staff have a responsibility to:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Consider, at all times, what is in the best interests of the child.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from Family Help (including universal services, early help and targeted support)
- Be aware of the School's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local universal services and community-based early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

- Promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- Empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- Avoid victim-blaming attitudes and challenge any concerns in a professional way if it occurs.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the Head, have a responsibility to:

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

The governing board has a duty to:

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

- Ensure that staff, including those who do not work directly with children, read and understand Part One of KCSIE 2026 and that mechanisms are in place to support understanding and implementation of safeguarding responsibilities.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the School's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQIA+.

- Ensure the School has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Have overall strategic responsibility for filtering and monitoring and seek assurance that the filtering and monitoring standards for schools are being met.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish a universal services and community based early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.
- Ensure that appropriate arrangements are in place to keep children safe where school facilities or premises are hired or rented out to organisations or individuals and, where services or activities are provided separately by another body, seek assurance that the body has appropriate safeguarding and child protection policies and procedures in place and that individuals working with children have appropriate DBS checks.
- Ensure that 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.
- Establish robust health and safety and emergency evacuation procedures.

The Head has a duty to:

- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Ensure that staff implement appropriate filters and monitoring of online material.
- Provide staff with the appropriate policies and information upon induction.
- Ensure that the School practises safe recruitment in checking the suitability of staff and volunteers to work with children in accordance with the guidance in Keeping Children Safe in Education and the Education (Independent School Standards) (England) Regulations 2014 as amended.
- Ensure that the School carries out all necessary checks on the suitability of people who serve as members and/or on the governing board.
- There are enough staff per child (staff ratios), where relevant and applicable.

- The procedures for eating arrangements, food preparation and management of allergies are aligned with the EYFS statutory guidance and clearly explained in the School's EYFS Food Policy and First Aid Policy.
- Each child in the Early Years Foundation Stage is assigned a key person.
- Visitors are appropriately supervised or escorted, where necessary.
- The DSL is given the additional time, funding, training, resources, and support needed to carry out the role effectively and there is cover by an equivalently trained deputy if the DSL is absent.
- Ensure that, where the School ceases to use the services of any person because that person was considered unsuitable to work with children, a prompt and detailed report is made to the DBS within one month.

The main responsibilities of the DSL are detailed in KCSIE Annex C, but are also summarised below:

- To promote a culture of safeguarding so the welfare and best interests of children is embedded within all the School's processes and procedures.
- To co-ordinate and monitor safeguarding, being the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies.
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- Be available during School hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the School, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.

- To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- 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 Head to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- In EYFS, work with the Head to ensure that relevant staffing ratios are met.
- In EYFS, work with the Head to ensure that each EYFS child is assigned a key person.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff 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 in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
  - Ensuring that the School knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.

- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the School plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters; specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- Keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **3. Multi-agency working**

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in the child-centred approach towards local safeguarding arrangements. Once the School is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies.

The School will develop trusting relationships between families and agencies to protect the welfare of its pupils, through the Family Help process (including universal services, early help and targeted support) and by contributing to multi-agency plans to provide additional support.

Where a need for Family Help (including universal services, early help and targeted support) is identified, the School will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The School will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

The School will reflect the DfE's expectations to secure strong multi-agency working by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging others assumptions in a respectful manner.

The School is a part of Operation Encompass, which is an information sharing scheme placed on a statutory footing by Section 49A of the Domestic Abuse Act 2021 (as inserted by Section 20 of the Victims and Prisoners Act 2024). Operation Encompass supports children who experience domestic abuse.

The BWSCP publishes threshold guidance (see here [Threshold Guidance BWSCP Wokingham](#)) that all agencies, professionals and volunteers in the area can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static, and they may experience different needs – at different points on the continuum – throughout their childhood years.

Within the continuum provided by the BWSCP there are four levels of intervention:

### **Level 1: Help for Everyone**

Children, young people and their families who receive universal services have no additional needs; all their health and developmental needs will be met by universal services. These are children who consistently receive child focused care-giving from their parents or carers.

### **Level 2: Additional Help**

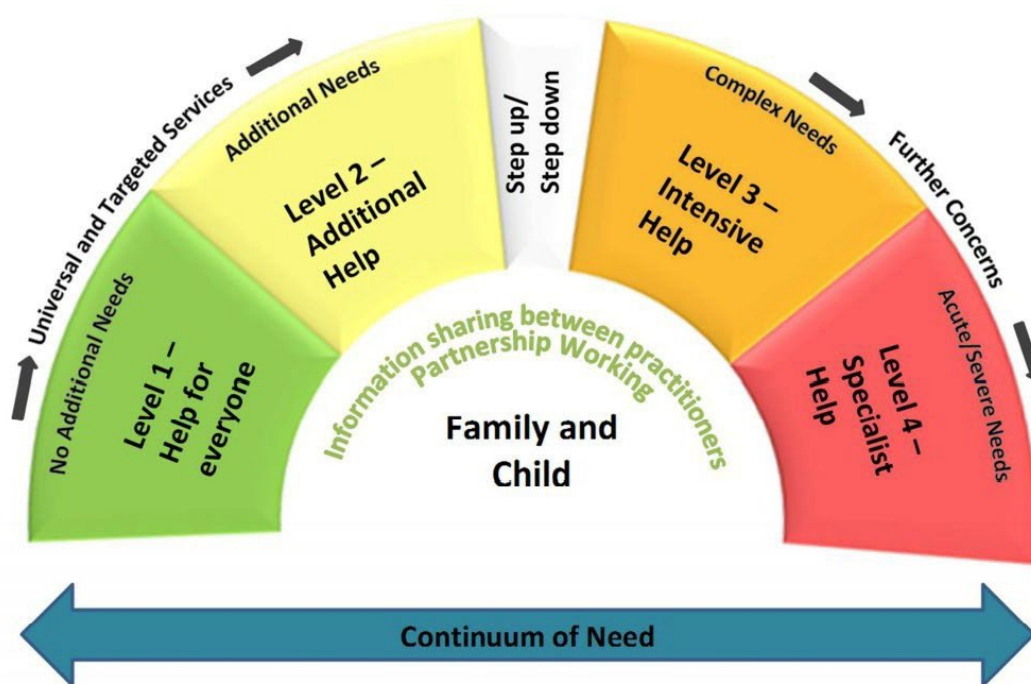
Children with additional needs (including disabilities), who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. These children and their families need some additional help so that their children can develop, learn and achieve their full potential. They may be living in a situation where the worries, concerns or conflicts are becoming more frequent or over an extended period. In order to resolve the issues, these children may require additional support, advice, direction and sometime planned intervention or additional resources.

### **Level 3: Intensive Help**

Children and families who require significant or complex personalised support, often from several agencies working together, to help them to reach their potential. The child may be dealing with multiple longer-term issues such as a significant disability, anti-social or challenging behaviour, neglect or poor family relationships, long-term problems with education or health and they need support from services to ensure that the impact of these significant issues are minimised as much as possible. This is the threshold for a statutory assessment led by children's social care under section 17, Children Act 1989.

### **Level 4: Specialist Help**

Children who are living in circumstances where they are suffering or are likely to suffer significant harm, where the young person themselves may pose a risk of serious harm to others or where there are complex needs in relation to disability and may require a more specialist intervention. Children and young people will be referred to children's social care and dealt with under section 47, 20 or 31 of the Children Act 1989. This will also include children who have been remanded into custody and statutory youth offending services.



## Information sharing

The School recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for Family Help (including universal services, early help and targeted support). Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will be made aware that safeguarding partners may take legal action against them if they do not share specified information when a request is made for the purposes of safeguarding.

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

#### **4. Family Help (including universal services, early help and targeted support)**

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

Any pupil may benefit from Family Help (including universal services, early help and targeted support) but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Are suffering from mental ill health.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised.
- Have family members in custody or is affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Are misusing drugs or alcohol.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a Pupil Referral Unit.

Staff will also recognise that safeguarding concerns may arise before a child is born. Where staff become aware of concerns regarding an unborn child, including concerns relating to parental vulnerability, domestic abuse, substance misuse, mental health, or other factors that may impact the child's welfare, the DSL will seek appropriate advice and work with relevant agencies in accordance with local safeguarding procedures.

The School will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from Family Help (including universal services, early help and targeted support), for example, if they are:

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

Family Help brings together targeted early help and support under Section 17 Children Act 1989, providing coordinated multi-agency support through a single family help plan where appropriate.

If staff believe that a pupil could benefit from Family Help, they should discuss the matter with the DSL who will, taking into account BWSCP's threshold criteria, consider what action should be taken. If this is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving. Where appropriate, the School will support the use of Family Group Decision Making processes in line with local safeguarding arrangements."

The DSL will take the lead where universal services and community based early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local process will be followed as required.

Staff may be required to support other agencies and professionals in an assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

## **5. Abuse, neglect and exploitation**

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of home, in an institutional or community setting by those known to them or by others, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

The School will recognise that abuse or neglect of a child may occur through the infliction of harm or through the failure to act to prevent harm. The School will understand that harm can include ill treatment that is not physical in nature, as well as the psychological impact of witnessing the ill treatment of others.

The School will pay particular attention to the effects of domestic abuse on children, recognising that harm may arise not only when children are directly involved, but also when they see, hear, or otherwise experience its consequences. All necessary steps will be taken to identify and respond appropriately to such concerns in order to safeguard and promote the welfare of all pupils.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, children may experience multiple and interacting harms simultaneously and therefore, staff will be vigilant and always raise concerns with the DSL.

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

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

## **6. Specific safeguarding issues**

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

[Appendix A](#) of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

## **7. Child-on-child abuse**

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

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

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”. The School recognises harmful sexual behaviour as a safeguarding issue and will respond proportionately, taking account of the age, developmental stage and understanding of all children involved.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.

- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

Some children may be particularly vulnerable and have an increased risk of abuse. The School will recognise that children with SEND or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children.

If a member of staff has concerns about a pupil's welfare (including any mental health concerns), they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section Allegations against members of staff and volunteers below should be followed. Staff should be aware that the GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purpose of keeping children and young people safe.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

If a pupil is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the police **immediately**. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

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

Parents can report to the DSL on the welfare of any pupil in the School, whether their own child

or not. If preferred, parents may discuss concerns in private with the pupil's teacher or other member of staff, who will notify the DSL.

## **8. Online safety and personal electronic devices**

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

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

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

Staff training in online safety will cover the four categories of risk as outlined in KCSIE:

- Content - Staff will be trained to understand the risks associated with being exposed to illegal, inappropriate, or harmful material. This will include, but not be limited to, content relating to pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation, and conspiracy theories.
- Contact - Training will address the risks of harmful online interaction with other users. This will include peer-to-peer pressure, exposure to commercial advertising, and the threat posed by adults impersonating children or young people with the intention of grooming or exploiting them for sexual, criminal, financial, or other purposes.
- Conduct - Staff will be made aware of how certain online behaviours may increase the likelihood of harm or result in actual harm. This will encompass activities such as creating, sending, or receiving explicit images, the distribution of other explicit material, and instances of online bullying.
- Commerce - The programme will also cover risks related to online commerce. These will include dangers such as online gambling, exposure to inappropriate advertising, phishing attempts, and other types of financial scams. Any concerns that pupils or staff may be at risk will be reported promptly through the school's normal safeguarding channels. .

The School will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the School's Cyber-security Policy. The appropriateness of the School's filters and monitoring systems will be informed by the Filtering and monitoring standards, the Cyber security standards for schools and colleges, and the risk assessment required by the Prevent Duty. The School will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online. The School will also ensure that it meets the [filtering and monitoring standards](#) published by the DfE including completing a yearly audit of processes.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Staff will also recognise that misinformation, disinformation and conspiracy theories may be linked to safeguarding concerns including radicalisation, exploitation and online harm. Staff will remain alert to emerging technologies, including generative AI tools, which may be used to facilitate abuse, exploitation, harassment, impersonation, grooming, fraud, or the creation and distribution of indecent imagery. Staff will report any concerns relating to misuse of emerging technologies in line with the School's safeguarding procedures. Further information regarding the School's approach to online safety can be found in the Online Safety Policy.

### **Communicating with parents**

As part of the usual communication with parents, the School will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the School uses to filter and monitor internet use.

The School will also make it clear to parents what their children are being asked to do online for school.

### **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the School.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Head will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

In our Early Years settings personal devices are only to be used by staff when on a designated break away from the pupils. At all other times, personal devices are to be switched off.

## **Upskirting**

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

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

## **9. Consensual and non-consensual sharing of indecent images and videos**

The School will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as "sexting" or youth-produced sexual images) as a safeguarding concern.

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

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

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

The School's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-produced Sexual Imagery Policy, including the appropriate reporting routes for both staff and pupils.

## **10. Context of safeguarding incidents**

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

## **11. Pupils potentially at greater risk of harm**

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below. These may include those children with a social worker, those with SEND, LAC, PLAC, those under kinship care or special guardianship arrangements, Young Carers, and those with mental health difficulties.

### **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

### **Home-educated children**

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

In line with the School Attendance (Pupil Registration) (England) Regulations 2024, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

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

### **LAC and PLAC**

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

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

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.

- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

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

In addition, staff are aware that children living in kinship care may also experience additional vulnerabilities and educational disadvantage.

## **Pupils with SEND**

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

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

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

## **LGBTQ+ pupils**

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

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

The school implements a safeguarding-focused approach for supporting gender-questioning pupils, mandating a risk assessment led by the Designated Safeguarding Lead for social transition requests while prioritising parental involvement in any decisions. Facilities and contact sports are restricted to biological sex, with single-user alternatives provided, and accurate biological records are maintained in compliance with statutory requirements.

## **Pupils requiring mental health support**

All staff will be made aware that mental health problems can, in some cases, be a significant indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation requiring our staff to remain vigilant and report behavioural changes to the Designated Safeguarding Lead as with all other safeguarding concerns. Immediate life-threatening crises must be managed via emergency services or NHS 111 in alignment with safeguarding protocols.

## **12. Use of the School premises for non-school activities**

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

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

### **Extracurricular activities and clubs**

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

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

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

### **Alternative provision**

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

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

### **13. Work experience**

When a pupil is sent on work experience, the School will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the School has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

### **14. Concerns about pupils**

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

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

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

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

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

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

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

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

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

The School will consider whether a family group decision-making forum is appropriate to determine the help and support the family network can provide for a pupil where concerns have been raised about their safety or wellbeing.

## **15. Managing referrals**

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed accordingly.

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

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

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

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

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The School

will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

## **16. Concerns about school safeguarding practices**

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

## **17. Safeguarding concerns and allegations of abuse against staff**

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the School liaises with the relevant parties. All concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. All allegations relating to staff are taken seriously, whether made about events in their private or professional life.

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

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

Where an allegation is made about a member of staff, supply staff, the DSL or volunteer, the matter should be reported immediately to the Head or in the Head’s absence, the DSL, the Nominated Governor for Safeguarding or Chair of Governors. The adult to whom the allegation relates should not be informed without the explicit consent of the LADO. The contact details for the LADO can be found in Appendix B.

Allegations about the Head should be reported to the Chair of Governors, or in her absence the Nominated Safeguarding Governor without first notifying the Head.

Allegations about a governor should be reported to the Chair or the Nominated Safeguarding Governor. If the allegation is against either the Chair or the Nominated Safeguarding Governor, the matter should be reported to the other.

The term ‘low-level’ concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. A low-level concern is any concern that an adult

working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children;
- having favourites;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate language

It is crucial that all low-level concerns are shared with the Head and reported via the staff homepage. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

## **18. Reporting of Serious Childcare Incidents in EYFS**

In relation to our **EYFS** setting, the School will inform Ofsted as soon as is reasonably practical, in any event within 14 days, of any serious incidents affecting our childcare. These incidents include, but are not limited to:

- an allegation of serious harm or abuse committed either at the premises or elsewhere by people who:
  - live on the premises
  - work on the premises
  - look after children on the premises
- the disqualification of the registered provider, an employee or someone living on the childcare premises
- any significant event that may affect someone's suitability to look after children, or be in regular contact with children (for instance, health changes or involvement with the police or social services)
- events that might affect the condition and safety of the premises or the quality of childcare offered, or lead to ongoing closures (such as a fire or flooding)
- the death of a child while in our care
- a child's [serious accident, injury or illness](#) while being looked after, including food poisoning affecting at least 2 children
- the death of, or a serious accident or injury to, anyone else on the premises

Reporting of such incidents will be completed by the DSL or DSL with EYFS Responsibility, via the [OFSTED online form](#) within 14 days.

## **19. Communication and confidentiality**

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

- Understand the importance of information sharing, both within the School and with other schools on transfer including in-year and between primary and secondary

education, and with safeguarding partners, other agencies, organisations and practitioners.

- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.
- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

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

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

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

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

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

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

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

## **20. Safer recruitment**

An enhanced DBS check with children's barred list information will be undertaken for all staff members, volunteers, and contractors engaged in regulated activity. Following statutory changes, a person is considered to be in 'regulated activity' if they carry out any of the following duties:

- Teaching, training, instructing, caring for, or supervising children.
- Working in the school when children are on the premises, provided the work gives them the opportunity for contact with children.

The statutory "supervision exemption" no longer applies. Any individual undertaking these core duties at or above the required frequency is legally engaged in regulated activity, regardless of whether they are supervised by another member of staff.

Appropriate pre-employment checks will be conducted for all prospective employees, including internal candidates and those who have lived or worked outside the UK. The appropriate level of DBS and suitability checks—including risk assessments for any non-regulated roles—will be carried out for all governors, volunteers, and contractors in line with current KCSIE guidance.

### **Staff suitability**

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

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

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

### **Ongoing suitability**

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

### **Referral to the DBS**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## **21. Single central record (SCR)**

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

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the School will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the School or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the School.

## **22. Training**

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

The induction training will cover:

- The Child Protection and Safeguarding Policy.

- The Child-on-child Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE)
- The Behaviour Policy.
- The Children Missing from Education Policy, including the safeguarding response to children who are absent from education.
- Appropriate child protection and safeguarding training, including online safety training – which, amongst other things, includes an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Information about the role and identity of the DSL and deputy DSLs.
- Staff will also be provided with the KCSIE Part One Overview as a supplementary reference document; however, this does not replace the requirement to read Part One.

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

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

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

Staff in the Early years receive specific training relating to Early Years pupils. In addition to the termly Safeguarding briefing from the DSL, staff are also trained in Paediatric First Aid and Positive Handling. The Head of EYFS also regularly looks at scenarios with the team to ensure staff are clear on what to do and ensure that best practice is followed.

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

- The assessment process for providing Family Help (including universal services, early help and targeted support) and statutory intervention, including local criteria for action and CSCS referral arrangements.

- How LAs conduct child protection case conferences and child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty and safer recruitment training and ensure they have a good understanding on harmful sexual behaviour.
- The criteria set out in EYFS statutory guidance under Annex C.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

We ensure that staff members provided by other agencies and third parties, for example supply teachers and contracted staff (such as catering staff) are aware of this policy, our school's safeguarding procedures, and have received appropriate safeguarding training.

## **23. Monitoring and review**

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

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

Any child protection incidents at the school will be followed by a review of the safeguarding procedures within the school and a prompt report to the governing board. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the school's procedures.

If concerns are raised about safeguarding issues, the following actions will be taken:

- The DSL carries out an investigation as a priority and comply with any deadlines given
- The Chair of the Governors reports to the LADO or ISI on the findings of the investigation and sets out any action to be taken
- The school endeavours to comply as soon as possible with any recommendations from the LADO or ISI

## Appendix A: Specific safeguarding issues

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

Here are the issues covered:

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

### Domestic abuse

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

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.

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

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse.

## **Homelessness**

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

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

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

## **Children absent from education**

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school’s permission for a continuous period of 10 school days or more.

The school will follow the DfE’s [guidance](#) on improving attendance where there is a need to work with children’s services due to school absences indicating safeguarding concerns.

In line with the EYFS, attendance will also be monitored for children attending our setting who are not of statutory school age. We will follow the school’s safeguarding procedures if we have any concerns about prolonged absences or if a child is absent without notification from the child’s parent or carer despite the school making attempts to contact them. This may include a referral to children’s services and/or requesting a police welfare check.

The School recognises that Working Together to Improve School Attendance is statutory guidance and that attendance concerns may be indicators of safeguarding risk.

## **Admissions register**

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

The School will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the School on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the School that their child will live at a different address, the School will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the School that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

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

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

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

If a pupil is to be removed from the admissions register, the School will provide the LA with the following information:

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

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

### **Child abduction and community safety incidents**

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

### **Child criminal exploitation (CCE)**

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

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

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly becoming absent from school or education or not taking part.

Victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

## **County lines**

For the purposes of this policy, **“county lines”** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.
- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

## **Cyber-crime**

For the purposes of this policy, **“cyber-crime”** is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can

happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

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

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

### **Child sexual exploitation (CSE)**

For the purposes of this policy, "**child sexual exploitation**" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

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

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

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

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

- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

## **Modern slavery**

For the purposes of this policy, **“modern slavery”** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

## **FGM**

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

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

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

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

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

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

- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

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

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

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

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

### **Virginity testing and hymenoplasty**

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

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

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

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

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

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

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

- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

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

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

### **Forced marriage**

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

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

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

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

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

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.

- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations, or motivation.

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

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

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

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

The school will support any victims to seek help by:

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

## **Radicalisation**

For the purposes of this policy, **“radicalisation”** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **“extremism”** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

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

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

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

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

### **The Prevent duty**

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

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

### **Pupils with family members in prison**

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

## **Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet '[Going to Court](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Senior pupils will be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

## **Mental health**

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

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

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

## **Serious violence**

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

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

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

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

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

### **Sexually motivated incidents**

The school will remain aware that not all instances will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

### **Financially motivated incidents**

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or AI-generated images of the child or young person.

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked in order to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

## **Appendix B: External safeguarding contacts**

### **Berkshire West Safeguarding Children Partnership (BWSCP)**

Crosfields School falls under the provenance of the BWSCP.

The local contacts are shown below.

**Wokingham Children's Safeguarding and Social Care Team:** 0118 908 8002  
[triage@wokingham.gov.uk](mailto:triage@wokingham.gov.uk)

**Wokingham Local Authority Dedicated Officer (LADO): Michelle Pinnock-Ouma**  
Via email: [LADO@wokingham.gov.uk](mailto:LADO@wokingham.gov.uk)

Outside these hours – between 5.00 p.m. and 9.00 a.m. and on weekends and Bank Holidays – the Emergency Duty Team (which covers the whole of Berkshire) can be contacted on 01344 7865430

### **Other contacts**

Call 999 in an emergency or if you believe a child is in immediate danger

**Call the Police on 101 for non-emergency situations that do not require an immediate response.**

**Child Line (advice for children):**  
**NSPCC (advice for concerned adults):**  
**NSPCC whistleblowing helpline:**

0800 1111  
0808 800 5000  
0800 028 0285  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Report Abuse in Education helpline:**

0800 136 663  
(Mon to Fri 8am-10pm, Sat/Sun 9am-6pm)  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Forced Marriage unit:**

020 7008 0151  
Email: [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)

**FGM Unit:** The Rose Centre (Oxford Road Community Centre)  
0118 951 0279

**Teaching Regulation Agency:** Teacher Misconduct  
Ground Floor South  
Cheylesmore House  
5 Quinton Road  
Coventry CV1 2WT  
0207 593 5393  
[misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

**Independent Schools Inspectorate:** 0207 6000 100  
[concerns@isi.net](mailto:concerns@isi.net)

**Foreign Office Response Centre:** 020 7008 1500

**Counter Extremism helpline (DFE) for *Prevent* non-emergency advice for staff and governors:** 020 7340 7264 (Mon – Fri 9am-5pm)  
 [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

**National Counter Terrorism Unit:** 0800 789 321

**DBS:** For barring issues and information 01325 953795 For disclosure issues 0870 9090811  
PO Box 181, Darlington, DL1 9FA

**Other Children's Social Care Duty Teams:**  
Are available 9.00am to 5.00pm weekdays (excluding bank holidays) on the telephone numbers below:

**Bracknell:** 01344 351582

**Slough:** 01753 875362

**South Oxfordshire:** 0345 050 7666 (Out of hours 0800 833 408)

**West Berkshire:** 01635 503090 (Out of hours 01344 786543)

**Windsor and Maidenhead:** 01628 683150 (Out of hours 01344 786543)

**Reading:** 0118 937 3641 (Out of hours 01344 786543)