



CHILD PROTECTION & SAFEGUARDING POLICY

Approved by:	Education & Standards Committee
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Policy Author(s):	Trust Safeguarding Lead

* If the review date is exceeded, this policy shall remain in effect until superseded or withdrawn.



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1. Introduction

Avanti Schools Trust is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of "it could happen here" and recognise that safeguarding is everyone's responsibility. Avanti Schools Trust ensures that children and young people are respected, listened to, and supported when raising concerns. We remain child-centred and consider the child's voice, wishes, and lived experience in all safeguarding decisions. Safeguarding is embedded throughout school life, curriculum delivery, policies and decision-making.

We are fully committed to creating a culture of vigilance. We expect everyone who works in and visits our schools to share this commitment. We encourage staff, children, young people, and visitors to report anything that concerns them, and we will always act in the best interest of the child. Staff recognise that no single practitioner can have a full picture of a child's circumstances and therefore effective information sharing and multi-agency working are essential.

Our children and young people are taught how to stay safe, including when online, and to recognise when they may be at risk. We ensure our children and young people know how to get help when they need it. In line with the latest [Working Together to Safeguard Children](#), we place importance on contextual safeguarding and consider risks in our local community when assessing the safety of our children and young people.

The latest version of this policy is available on the Trust website and upon request.

2. Equality Statement

We will give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We know that for some children and young people there is an increased risk of abuse with additional barriers to recognising and disclosing such abuse.

Avanti Schools Trust is committed to anti-discriminatory practices and recognises children's diverse circumstances. We ensure that all children and young people have the same protection, regardless of any barriers they may face.

3. Definitions

In line with Keeping Children Safe in Education 2026, we define safeguarding as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.



4. Key contacts

Avanti Schools Trust info@avanti.org.uk	Trust Safeguarding Lead	Ben Martin
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Avanti Brook Primary School avantibrook@avanti.org.uk 01279 211116 Avanti Brook Primary School is part of Hertfordshire local authority. They follow the Hertfordshire Safeguarding Children Partnership (HSCP) multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Andrew Price
	Deputy DSLs	Catherine Bull Claire Maher Alison McCulloch
	Designated Teacher for CLA and PLA	Claire Maher
	Chair of Trustees	Mike Younger
	Chair of SSC	Nathan Srokosz
	Children's Services	0300 123 4043
	LADO	0300 123 4043
	Hertfordshire Virtual School	01992 556 915

Avanti Court Primary School avanticourt@avanti.org.uk 020 8551 9489 Avanti Court Primary School is part of the London Borough of Redbridge local authority. They follow the Redbridge Multi-Agency Safeguarding Hub (MASH) arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Jim Roebuck
	Deputy DSLs	Joe Barnard Tracey Cooper Dravit Koorichh Rakhi Sudr
	Designated Teacher for CLA and PLA	Tracey Cooper
	Chair of Trustees	Mike Younger
	Chair of SSC	Harshal Gore
	Children's Services	020 8708 3885 020 8708 5897 (<i>out-of-hours</i>)
	LADO	020 8708 5350
	Redbridge Virtual School	020 8554 5000



Avanti Fields School avantifields@avanti.org.uk 0116 326 6813 Avanti Fields School is part of Leicester City Council local authority. They follow the Leicester Safeguarding Children Partnership multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Laura Bigginton
	Deputy DSLs	Vanessa Bardsley Nisha Kholia Rachel Martin Anita Thakore
	Designated Teacher for CLA and PLA	Laura Bigginton
	Chair of Trustees	Mike Younger
	Chair of SSC	Dipak Patel
	Children's Services	0116 454 1004
	LADO	0116 454 2440
	Leicestershire Virtual School	0116 305 6097

Avanti Gardens School avantigardens@avanti.org.uk 0117 965 9150 Avanti Gardens School is part of Bristol City Council local authority. They follow the Keeping Bristol Safe Partnership multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Lee Francis
	Deputy DSLs	Michelle Connelly Tiva Corcoran Harry Penny Rochelle Stack
	Designated Teacher for CLA and PLA	Michelle Connelly
	Chair of Trustees	Mike Younger
	Chair of SSC	Carolyn Dickinson
	Children's Services	0117 903 6444 01454 615 165 (<i>out-of-hours</i>)
	LADO	0117 903 6444
	The HOPE Virtual School	0117 903 6282

Avanti Grange Secondary School avantigrange@avanti.org.uk safeguarding.grange@avanti.org.uk 01279 211721 Avanti Grange Secondary School is part of Hertfordshire local authority. They follow the Hertfordshire Safeguarding Children Partnership (HSCP) multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Ben Martin
	Deputy DSLs	Alison Matthews Alison McCulloch Anna Restivo Rob Stanning Laura Wheeler
	Designated Teacher for CLA and PLA	Alison McCulloch
	Chair of Trustees	Mike Younger
	Chair of SSC	Emma Goodings
	Children's Services	0300 123 4043
	LADO	0300 123 4043
	Hertfordshire Virtual School	01992 556 915



Avanti House Primary School ahs.primary@avanti.org.uk safeguarding.ahp@avanti.org.uk 020 8249 6831 Avanti House Primary School is part of the London Borough of Harrow local authority. They follow the Harrow Strategic Safeguarding Partnership (HSSP) arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Timothy Burns
	Deputy DSLs	Lalita Joshi Anjali Pant Monica Solanki
	Designated Teacher for CLA and PLA	Timothy Burns
	Chair of Trustees	Mike Younger
	Chair of SSC	Sam Patel
	Children's Services	020 8901 2690 020 8424 0999 (<i>out-of-hours</i>)
	LADO	020 8901 2690
	Harrow Virtual School	020 8863 5611

Avanti House Secondary School avantihouse@avanti.org.uk 020 8249 6830 Avanti House Secondary School is part of the London Borough of Harrow local authority. They follow the Harrow Strategic Safeguarding Partnership (HSSP) arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Remi Henri Moynihan
	Deputy DSLs	Lewis Jenkins Dhruti Parshotam Paula Soiza
	Designated Teacher for CLA and PLA	Remi Henri Moynihan
	Chair of Trustees	Mike Younger
	Chair of SSC	tbc
	Children's Services	020 8901 2690 020 8424 0999 (<i>out-of-hours</i>)
	LADO	020 8901 2690
	Harrow Virtual School	020 8863 5611

Avanti Meadows Primary School avantimeadows@avanti.org.uk 01279 598575 Avanti Meadows Primary School is part of Hertfordshire local authority. They follow the Hertfordshire Safeguarding Children Partnership (HSCP) multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Helen Hibbins
	Deputy DSLs	Nicola Adams Phoebe Anglestein Alison McCulloch Lizzie Brindley
	Designated Teacher for CLA and PLA	Alison McCulloch
	Chair of Trustees	Mike Younger
	Chair of SSC	Nathan Srokosz
	Children's Services	0300 123 4043
	LADO	0300 123 4043
	Hertfordshire Virtual School	01992 556 915



Avanti Park School avantipark@avanti.org.uk 01373 832804 Avanti Park School is part of Somerset local authority. They follow the Somerset Safeguarding Children Partnership multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Nicola Rogers
	Deputy DSLs	Brendan Bayew Simon Goldsworthy Harry Penny Sarah-Jo Robinson Jane Smalley
	Designated Teacher for CLA and PLA	Sarah-Jo Robinson
	Chair of Trustees	Mike Younger
	Chair of SSC	Molly Warrington
	Children's Services	0300 123 2224
	LADO	0300 123 2224
	Somerset Virtual School	0300 123 2224

Krishna Avanti Primary School Croydon kapsccroydon@avanti.org.uk 020 8353 4253 Krishna Avanti Primary School Croydon is part of the London Borough of Croydon local authority. They follow the Croydon Safeguarding Children Partnership arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Bijal Pandya
	Deputy DSLs	Zoe Brown Gemma Docherty Malory Griffith Tanika Malhotra-Spencer Neesha Rayatt Shivani Vyas
	Designated Teacher for CLA and PLA	Gemma Docherty
	Chair of Trustees	Mike Younger
	Chair of SSC	Dipesh Dave
	Children's Services	020 8255 2888 020 8726 6400 (<i>out-of-hours</i>)
	LADO	020 8726 6000 ext. 24334
	Croydon Virtual School	020 3758 3348



Krishna Avanti Primary School Harrow kapsarrow@avanti.org.uk 020 8381 3344 Krishna Avanti Primary School Harrow is part of the London Borough of Harrow local authority. They follow the Harrow Strategic Safeguarding Partnership (HSSP) arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Luisa Nielsen
	Deputy DSLs	Shriti Gadhia Alisha Mahoon
	Designated Teacher for CLA and PLA	Luisa Nielsen
	Chair of Trustees	Mike Younger
	Chair of SSC	Bhargav Busa
	Children's Services	020 8901 2690 020 8424 0999 (<i>out-of-hours</i>)
	LADO	020 8901 2690
	Harrow Virtual School	020 8863 5611

Krishna Avanti Primary School Leicester kapsleicester@avanti.org.uk 0116 241 9880 Krishna Avanti Primary School Leicester is part of Leicester City Council local authority. They follow the Leicester Safeguarding Children Partnership multi-agency safeguarding arrangements put in place by the safeguarding partners. Further detail can be found here .	Designated Safeguarding Lead (DSL)	Becky Dolby-Molson
	Deputy DSLs	Vanessa Bardsley Emily Hartley Bharti Patel
	Designated Teacher for CLA and PLA	Becky Dolby-Molson
	Chair of Trustees	Mike Younger
	Chair of SSC	Nisha Chauhan
	Children's Services	0116 454 1004
	LADO	0116 454 2440
	Leicestershire Virtual School	0116 305 6097

5. Roles and responsibilities

Designated Safeguarding Lead (and deputies):

- The DSL will take lead responsibility for safeguarding with the support of the Deputy DSLs.
- Be available during term time for staff to discuss any safeguarding concerns.
- Ensure robust cover arrangements are in place for periods when they are unavailable due to illness, leave, or other circumstances.
- Lead on referrals to local authority children's social care; the Channel Programme where there is a radicalisation concern; the DBS where relevant, in relation to allegations of abuse made against staff; and where a crime has been committed, to the Police with reference to the guidance [NPCC - When to call the police](#).
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners and share information with them as required.



- Liaise with the Head of School/Principal/Executive Principal to keep them informed of issues, especially police investigations and ongoing enquiries under section 47 of the Children Act 1989.
- Liaise with the case manager as required and the LADO for child protection concerns in cases which concern a staff member.
- Liaise with relevant staff in school, e.g., SENCO, Senior Mental Health Lead, attendance lead, online safety providers, etc.
- Promote engagement with parents and/or carers in safeguarding and promoting the welfare of children.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues of our children and young people and through identifying the impact these may have on attendance, engagement and achievement at school.
- Work with staff to ensure that the school knows the cohort of children who have or have had a social worker, their academic progress and attainment and maintain high aspirations for this cohort and support staff to enable these children and young people to meet their potential.
- Ensure records are kept in line with good record-keeping practice as outlined in the latest Keeping Children Safe in Education.
- Ensure child protection files are transferred to new schools within five days, ensuring safe transit and confirmation of receipt.
- Ensure that this policy and safeguarding procedures are accessible to all new and existing staff, that this is reviewed at least annually and is available publicly.
- Liaise with local safeguarding partners to ensure that staff are aware of any training opportunities and the latest local policies.
- Update training every two years, covering the content outlined in KCSIE, and ensure any Deputy DSLs also renew this training.
- Update own knowledge and skills at least annually.
- Work to understand the views of the child or young person and encourage a culture of listening.
- Hold and share information in line with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the guidance around information sharing in KCSIE.
- Ensure the school adopts and implements a sensible and proportionate restrictive intervention policy, clearly outlining procedures to be followed. This policy is available on the Avanti Schools Trust [website](#).

Trustees:

- Appoint a member of the Board as the Trust's Safeguarding Trustee to take board level leadership responsibility for safeguarding arrangements and to oversee safeguarding compliance and the effectiveness of this policy across all schools.
- Review and approve this policy at each review and hold the CEO to account over its implementation.
- Read and understand Keeping Children Safe in Education and when it is updated annually.



- Engage with safeguarding training, including training at induction, that equips trustees with the skills to provide strategic challenge in relation to safeguarding.
- Be aware of the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. In addition, adhere to the [ICO guidance](#), which includes information on obligations and how to comply with them.
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

School Stakeholder Committee:

- Hold the Head of School/Principal/Executive Principal to account over its implementation of this policy.
- Appoint a safeguarding member of the local School Stakeholder Committee (SSC) to oversee safeguarding compliance and the effectiveness of this policy.
- Read and understand Keeping Children Safe in Education when it is updated annually.
- Engage with safeguarding training, including training at induction, that equips SSC Members with the skills to provide strategic challenge in relation to safeguarding.
- Be aware of the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep information they hold safe and secure. In addition, adhere to the [ICO guidance](#), which includes information on obligations and how to comply with them.
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

All staff:

- Receive appropriate safeguarding and child protection training, including online safety, which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
- Receive regular safeguarding updates through bulletin notices, briefings, and meetings, and at least annually, that provide the relevant skills and knowledge to safeguard children effectively.
- Understand local Family Help arrangements and the distinction between school-led support and support coordinated by the local authority and other safeguarding partners.
- Be able to contribute effectively to Family Help assessments, plans and multi-agency interventions where required.
- Receive training in emerging safeguarding risks including artificial intelligence (AI), deepfakes, misogyny, online misinformation, harmful sexual behaviour and serious violence.
- Understand the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the safeguarding team with collecting information for enquiries or multi-agency meetings.
- Understand the process for making referrals locally as detailed in Section 4 of this policy.



- Know what to do if a child or young person tells them they are being abused, exploited, or neglected and maintain an appropriate level of confidentiality.
- Know not to promise a child or young person that they will not tell anyone about a report of any form of abuse.
- Reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.
- Know the indicators of abuse, neglect, exploitation and modern slavery, exercise professional curiosity and know that such issues are rarely standalone ones.
- Be aware of extra-familial and/or contextual risks which occur outside of the families, e.g., sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online.
- Know how to report concerns about safeguarding practices within the school via whistleblowing procedures or other means.
- Know how to report concerns if staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, trainee teachers, volunteers, and contractors) harming or posing a risk of harm to children through the following process:
 - Refer to the Head of School/Principal/Executive Principal, who will consider whether an onward referral to the LADO is required
 - Concerns about the Head of School/Principal/Executive Principal should be referred to our Chair of Trustees, and
 - Report directly to the LADO where there is a conflict of interest.
- Read and understand Part 1 and Annex A of Keeping Children Safe in Education, and review this guidance at least annually.
- Attend and engage with induction training, including reading and understanding our:
 - Child Protection and Safeguarding policy
 - Behaviour policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Attendance policy, specifically the safeguarding response to children who go missing from education
 - the Staff Code of Conduct

6. Responding to and recording concerns

When staff or visitors to the school have a safeguarding concern, they should promptly speak to the DSL or a deputy in person.

All staff should know what to do if a child tells them they are being abused, exploited, or neglected, and maintain an appropriate level of confidentiality. All staff should know to act upon concerns about a child's welfare immediately.



All staff should be aware of the following when responding to concerns:

- Know not to promise a child that they will not tell anyone about a report of any form of abuse.
- How to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- That children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.

If a member of staff is concerned about verbal conversations, disclosures, or signs of abuse or neglect, these should be recorded in writing and passed to the DSL immediately. If the member of staff is unsure, they should always speak to the DSL or a deputy regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- Further pastoral support in school
- Referral for Early Help and/or Family Help support in accordance with local safeguarding partnership arrangements
- Referral to children's social care

The school recognises the importance of identifying concerns at the earliest opportunity and providing help before issues escalate.

If the DSL and deputies are not available, a staff member should not delay and should consider speaking to another member of the Senior Leadership Team or contact local children's social care for advice or to make a referral. Any such action should be shared with the DSL as soon as is practically possible.

Parents should be aware that the school can make referrals when there is suspected abuse or neglect, and that our concerns regarding a child or young person will be shared. The school will always seek to share these concerns and the referral with parents first, unless doing so would put the child at greater risk of harm, where we are advised not to, or where it has not been practicable to do so.

Reporting and recording concerns

Avanti Schools Trust staff report their concerns by speaking to the DSL or a deputy. Safeguarding concerns are recorded electronically on CPOMS.

Staff will provide a first-hand summary of their concern or details of a disclosure they have received. They will use professional language and try to capture the incident as it took place or as it was described to them. They will report all concerns in a timely fashion. The safeguarding team will ensure that any action taken or outcome is accurately recorded in line with good record-keeping guidance, which should follow:

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



- The rationale for the action taken, including where a decision to refer, or not, to external agencies has been made.

Our children and young people can confidently report concerns, knowing that these will be taken seriously and that they are able to express their views and provide feedback. This can be done through a variety of means, including in person, by email (secondary), or via a Microsoft Form (secondary).

7. Online safety

We recognise that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. We recognise that children need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. Online harms can include exposure to misinformation, disinformation and conspiracy theories, which may contribute to safeguarding risks such as radicalisation, exploitation or emotional harm.

Schools should be alert to these risks when educating children and young people about online safety and when assessing emerging safeguarding concerns. Avanti Schools Trust recognises that artificial intelligence (AI) technologies can create safeguarding risks, including online grooming, harassment, exploitation, misinformation, fraud, radicalisation, deepfake imagery and the creation or sharing of self-generated intimate images. Staff receive training to identify and respond to safeguarding concerns arising from the use of AI technologies and during the delivery of online safety education.

Our schools maintain appropriate information security and access management procedures to ensure that information is safeguarded, stored securely, and accessed only by authorised personnel.

Appropriate technical and organisational security measures protect safeguarding records.

To address this, our schools strives to:

- Have clear procedures in place to ensure the online safety of all staff, children and young people
- Educate the school community in the safe and responsible use of online technology
- Set clear expectations for the use of online technology, including mobile phones

Our approach to online safety is framed by four main areas of risk:

1. **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.
2. **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of



self-generated intimate images and/or videos including those generated using AI, e.g. deepfakes), sharing other explicit images and online bullying.

4. **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To address the risks above, as a Trust we will:

- Teach children and young people about online safety through computing and PSHE lessons and other relevant subjects
- Inform parents about what their child is being asked to do online by the school
- Train all staff on online safety, including filtering and monitoring
- Train all staff in online safety, including at induction

We provide clear guidance to our school communities on the acceptable use of technology, including mobile phones and smart devices. Our Behaviour Policy, ICT Acceptable Use Policy, Mobile Phone Policy and Staff Code of Conduct are aligned with this guidance. Children and young people attending an Avanti school are only permitted to use their mobile phones before or after school, and not while on school premises.

Filtering and monitoring

Avanti Schools Trust uses Securly as its filtering and monitoring system. This filters and monitors for inappropriate, harmful, or concerning online content, including risks related to safeguarding, extremism, cyberbullying, and mental health. The system covers all school-owned devices, as well as any Wi-Fi connected devices through our Bring Your Own Device (BYOD) approach.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place. The DSL and deputies monitor the effectiveness of this system through regular reviews of filtering and monitoring reports, oversight of flagged incidents, liaison with IT staff, and audits of online safety logs to ensure appropriate responses and escalation where necessary.

The school takes care not to over-block content, ensuring there are no unreasonable restrictions on what children and young people can be taught in relation to online safety.

The processes we have in place have been informed by our risk assessment as required by the Prevent Duty.

The DfE has published [filtering and monitoring standards](#) which set out that schools should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually
- Block harmful and inappropriate content without unreasonably impacting teaching and learning
- Have effective monitoring strategies in place that meet their safeguarding needs



Avanti Schools Trust has done the following in relation to this:

- Designated an IT lead as the overarching point of responsibility for filtering and monitoring compliance across all schools, with DSLs in each school retaining responsibility for local oversight.
- Ensured all schools review their filtering and monitoring arrangements annually, including through internal audits and review of incident logs.
- Adopted Securly as a Trust-wide filtering and monitoring solution to ensure consistency and effectiveness in blocking harmful content while supporting educational access.
- Implemented monitoring protocols that include regular reporting by DSLs, alongside escalation procedures for safeguarding concerns identified through the system.
- When the filtering and monitoring system detects concerning usage, it will be reviewed and recorded on CPOMS. Appropriate action will then be taken; this may include a referral to children's social care, where necessary.

For more information on filtering and monitoring, parents and carers can contact the Designated Safeguarding Lead for the school.

The use of Artificial Intelligence (AI) in academic study offers numerous benefits that can enhance learning, productivity, and creativity. When used responsibly and transparently, AI can serve as a valuable supplement to traditional academic methods, empowering children and young people to develop a deeper understanding, produce higher-quality work, and acquire essential skills for navigating a technology-driven world. Children and young people will follow guidelines outlined in a traffic light system to determine the extent to which AI may be used in each piece of work. Our approach is also informed by the DfE's guidance [Generative artificial intelligence \(AI\) in education](#), which supports our broader commitments to online safety, digital literacy, and effective filtering and monitoring practices.

8. Whistleblowing

Avanti Schools Trust recognises that adults working in a school, including agency staff, visitors, and members of governance, may pose a risk of harm to children. Any concerns about a member of staff posing such a risk should be referred immediately to the Head of School/Principal/Executive Principal. These concerns may include situations where an individual working in the school has:

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

Where there are concerns about the Head of School/Principal/Executive Principal, these should be referred to our Chair of Trustees, Mike Younger.



Any member of staff or volunteer with concerns about poor or unsafe practice and potential failures in the school's safeguarding regime should contact the Head of School/Principal/Executive Principal or, where that is not appropriate, the Trust Safeguarding Lead.

The NSPCC whistleblowing helpline can also be contacted via telephone (0800 028 0285) or email (help@nspcc.org.uk).

Further information can be found in our Whistleblowing Policy, which is available on the Avanti Schools Trust [website](#).

9. Children potentially at greater risk of harm

Avanti Schools Trust recognises that children with social workers may potentially be at greater risk of harm and need further support. Children may need this support due to abuse, neglect, exploitation or complex family circumstances. Our staff are aware that these children and young people may face additional barriers to their attendance, learning or behaviour. We take these needs into account and liaise regularly with the relevant social worker to put appropriate support in place.

We also recognise that low or erratic attendance and Children Missing Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

We know that early intervention is essential to help prevent the risks of a child going missing in the future. Our pastoral teams track attendance thoroughly, addressing concerns without delay and liaising with our Attendance Lead where needed.

We ensure that children and young people who are expected to attend the school, but fail to take up the place or cannot be located, are referred to the local authority in line with local procedures and statutory guidance such as [Children Missing Education: statutory guidance for local authorities and schools](#) (DfE, 2025). In line with DfE statutory guidance (2025), the school will undertake appropriate reasonable enquiries to establish a child's whereabouts, working jointly with the local authority where required, before any referral or removal from roll takes place. The DSL will be aware of any children and young people who may be considered CME and will work with the Attendance Lead to ensure any safeguarding concerns are reviewed, the advice of external agencies is sought, and local procedures are followed.

We also strongly encourage parents to supply us with two emergency contacts for their child, updating their contact details without delay if they are changed and share our procedures for how to notify the school of an absence with all parents. When a child or young person leaves the school, we will record the name of the child/young person's new school and their expected start date.



A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm; however, they can sometimes be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, or bisexual can be just as vulnerable. We recognise the importance of supporting children or young people who may be questioning their gender identity. We take a cautious approach that considers the individual needs of each child, working in partnership with parents (other than in exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child). We also consider any available clinical advice and seek additional non-clinical professional advice where relevant, for example from the SENCO, including involving the DSL to address wider vulnerabilities. We endeavour to reduce the additional barriers faced by children and young people in this group and to create a culture where all children and young people feel able to speak out and share their concerns with members of staff.

Avanti Schools Trust will have regard to current DfE guidance on children who are questioning their gender. Decisions will be made on an individual basis, taking into account safeguarding, wellbeing, educational needs, parental involvement where appropriate, privacy considerations, and relevant professional advice.

Children with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding barriers when recognising abuse and neglect for reasons including:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration
- being more prone to peer group isolation or bullying than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges, the need for intimate care and/or being more reliant on adults for care
- cognitive understanding: being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school, or the consequences of doing so.

Further information can be found in our SEND Policy, which is available on the Avanti Schools Trust [website](#).

10. Children attending Alternative Provision (AP)

When placing children or young people in Alternative Provision (AP), we remain responsible for their safety and wellbeing. We undertake robust quality assurance to ensure that the AP provider has appropriate safeguarding arrangements in place. We maintain ongoing contact with the provider, monitor attendance, and remain alert to any emerging concerns. These responsibilities apply regardless of the number of hours a child or young person attends the AP setting.

11. Records and information sharing

We recognise the importance of information sharing between practitioners and local agencies. We are proactive in sharing information as early as possible to help identify, assess, and respond to risks



or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority's children's social care.

Our schools are part of Operation Encompass. This national initiative ensures the police share information with the DSL about any domestic abuse incidents where a child has been present. This allows the DSL to provide timely support to the child by the start of the next school day.

Our safeguarding records include:

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

We have due regard to the relevant data protection principles, understanding that the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. We understand that the Data Protection Act 2018 and the UK GDPR do not prevent the sharing of information for the purposes of keeping children safe.

In line with our mandatory duty, we will notify the local authority if we become aware of any private fostering, to allow the local authority to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, a person with parental responsibility for them, or a relative, in their own home.

12. Site safety

All staff members are responsible for ensuring the buildings and school site are secure and for reporting any concerns that arise.

The identities of all visitors and volunteers entering the school are checked. Visitors are expected to sign in and out and to display a visitor's badge while on the school site. Any individual who is unknown or not identifiable will be challenged by our staff for clarification and reassurance.

The school will not accept the behaviour of any individual, parent, or anyone else who threatens the school's security or makes others, children, or adults, feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site and advice being sought from our local safeguarding partners.

13. Child-on-child abuse

In line with our strong commitment to safeguarding, we believe that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse, which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.



Our staff recognise that children of any age or sex can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with our Behaviour Policy.

This child-on-child abuse can include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- harmful sexual behaviour, including misogyny, sexual violence and sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated images, manipulated images and deepfakes
- upskirting, which is a criminal offence
- initiation and hazing-type violence and rituals

All the above are examples of abuse and should never be tolerated or passed off as "banter", "just having a laugh", "boys will be boys" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. We recognise that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys perpetrators, but all reports will be taken seriously. All concerns should be passed on to the DSL (or a deputy).

Avanti Schools Trust recognises that misogyny may contribute to harmful sexual behaviour, sexual harassment, sexual violence, online abuse and coercive behaviour. Staff will actively challenge misogynistic attitudes, language and behaviour and respond through safeguarding and behaviour procedures. We educate children and young people about respectful relationships, consent, equality and the impact of discriminatory and misogynistic behaviour.

We minimise the risk of child-on-child abuse through our extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. Our Relationships and Health Education (primary) and Relationships, Sex and Health Education (secondary) are aligned with current [DfE guidance](#), and our RSHE Policy is available on the Avanti Schools Trust website. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Our staff understand that even if there are no reports of child-on-child abuse in our school, it does not mean child-on-child abuse is not happening; it may be the case that it is just not being reported. Children can report any child-on-child abuse in person, by email (secondary), or via a Microsoft Form (secondary).



Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child's wishes into account and may include increased pastoral support, a mentor, access to counselling and a referral to external services. We will liaise with the police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and our other children and young people. All allegations of child-on-child abuse will be recorded in our safeguarding files.

In cases where self-generated intimate images and/or videos, including those generated using AI, for example deepfakes, have been shared, we follow the guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024).

Avanti Schools Trust recognises that some children and young people may feel worried about their own or someone else's sexual thoughts or behaviours. In such cases, children can access confidential advice and support through the Lucy Faithfull Foundation's Shore Space service at <https://www.shore.space>.

We record these incidents in line with our normal record-keeping process. Staff must record their concern or the disclosure using CPOMS.



Appendix 1: Types of abuse and safeguarding concerns

KCSIE splits abuse into four main categories:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet another person's needs. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond a child's developmental capabilities, as well as overprotection, limiting exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



There are a number of other safeguarding concerns that ALL staff need to be aware of. These are detailed further in Annex A of KCSIE, which all staff should read:

Child Criminal Exploitation (CCE): where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional wellbeing
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- regularly miss school or education, or do not take part in education

County lines: a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other forms of "deal line". Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave the county lines network.

Serious violence: where children are involved with serious violent crime, which may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. There is a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Staff must immediately report concerns regarding a child carrying, possessing, displaying or expressing an intention to use a weapon to the DSL or Deputy DSL. The DSL will assess risk and determine appropriate safeguarding action, including partnership working with police and other agencies where required.

Child Sexual Exploitation (CSE): can be a one-off occurrence or a series of incidents over time and ranges from opportunistic to complex organised abuse. It occurs where an individual or group takes



advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Indicators can be similar to the indicators of CCE, as well as:

- referring to older children or adults as 'boyfriends' or 'girlfriends'; and
- children who suffer from sexually transmitted infections or become pregnant.

Modern Slavery and the National Referral Mechanism: modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

The National Referral Mechanism (NRM) is the UK's framework for identifying and supporting victims of exploitation and modern slavery. Whatever form it takes, exploitation and modern slavery are child abuse, and relevant child protection procedures must be followed if modern slavery or trafficking is suspected.

Child abduction and community safety incidents: child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

Cybercrime: criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example, accessing a school's computer network to look for test paper answers or change grades awarded
- Denial of Service (DoS or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Domestic abuse: the Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- a) physical or sexual abuse;
- b) violent or threatening behaviour;
- c) controlling or coercive behaviour;
- d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- e) psychological, emotional or other abuse.



Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn. Exposure to domestic abuse can have a serious, long-lasting emotional and psychological impact on children and therefore, children are now classified as victims and not merely witnesses where domestic abuse occurs. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness: being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised that, in some cases, 16- and 17-year-olds may be living independently of their parents or guardians, for example, through their exclusion from the family home, and they will require a different level of intervention and support.

Honour or faith-based abuse (including female genital mutilation and forced marriage): encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Forced marriage: forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. Schools and colleges can play an important role in safeguarding children from forced marriage.

Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Female Genital Mutilation (FGM): comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.



Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a **statutory duty** upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining children or young people. If a victim discloses that FGM has been carried out on them, teachers must personally report to the police.

The duty does not apply to at-risk or suspected cases; these should be discussed with the DSL in line with our referral process.

We recognise that potential risk factors may include when:

- a female child is born to a woman who has undergone FGM
- a female child has an older sibling or cousin who has undergone FGM
- a woman/family believe FGM is integral to cultural or religious identity
- a parent or family member expresses concern that FGM may be carried out on the girl
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- a child is taken on a long holiday to a country where FGM is prevalent

Radicalisation: we recognise that children may be susceptible to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate they may need help or protection.

Our school adheres to the Prevent duty, and we have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". We build children and young people's resilience to radicalisation by providing a safe environment for debating controversial issues, and promoting fundamental British values.

Staff should be alert to changes in children's behaviour that could indicate they may need help or protection. Staff should use their judgement in identifying children who might be susceptible to radicalisation and act proportionately, which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying or advocating violence, especially to other faiths or cultures
- intolerance of difference, including faith, culture, gender, race or sexuality

All our staff receive training on the Prevent duty.

If the school needs to make a Prevent referral we follow local authority procedures.

As part of managing the risk of radicalisation, we have clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. In England, the Prevent duty complements schools' other responsibilities to ensure that



speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Mental health: all staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where staff have a concern about a child's mental health that is also a safeguarding concern, they should contact the DSL or a deputy DSL and report and record their concerns in line with this policy (see section 5).

Staff should be alert to indicators including:

- significant changes in behaviour
- persistent anxiety or distress
- withdrawal from social situations
- ongoing difficulties sleeping
- self-harm
- neglect of personal care
- expressions of hopelessness or suicidal ideation

Where staff believe a child is at immediate risk of harm, emergency services will be contacted straight away by either calling 999 or seeking urgent medical assistance.



Appendix 2: Safer recruitment

Our single central record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. We follow the guidance from Keeping Children Safe in Education and best practice, as outlined below.

New staff

When appointing new staff, we will:

- verify a candidate's identity, including checking the name on a passport where this is available
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate
- ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State using the [GOV.UK](https://www.gov.uk) website
- check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State. This check is completed using the guidance on [GOV.UK](https://www.gov.uk)
- Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
- ensure that appropriate checks are made to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018 (for schools with children aged under 8 years old)
- Conduct online searches on shortlisted candidates, reviewing publicly available material for any incidents or issues and notify applicants of this process

Where concerns arise through searches or other vetting checks, these will be explored proportionately and fairly as part of the recruitment process and recorded appropriately.

Agency and third-party staff

For agency and third-party staff, we will obtain written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and sought the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.

Where we place a child or young person with an Alternative Provision (AP) provider, we retain responsibility for the safeguarding of that individual. As part of our due diligence, we require written confirmation from the AP provider that appropriate safeguarding checks have been completed on all individuals working at the AP setting, consistent with those we would undertake for our own staff.



We apply the same expectations to AP providers as we do to any external provider engaging with our children or young people.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, we will carry out all necessary checks. Where trainee teachers are fee-funded, we will ensure that the training provider has carried out the necessary checks and that we obtain written confirmation of these checks.

Existing staff

If we have any concerns about an existing member of staff's suitability to work with children, we will carry out the relevant checks as if the member of staff were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, we will ensure the relevant checks for that regulated activity have been carried out.

We will follow our legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

Volunteers

Volunteers will be appropriately supervised at all times to ensure that they are not left unsupervised with children or young people unless all necessary pre-appointment checks have been completed. An enhanced DBS check, including barred list information, will be obtained for any volunteer undertaking regulated activity. For volunteers who are not engaged in regulated activity, a risk assessment will be undertaken to determine whether an enhanced DBS check is required, and a record of this decision will be retained.

Governance

All trustees and members of the School Stakeholder Committee (SSC) will have an enhanced DBS check without barred list information. A barred list check will be completed if a person is in regulated activity. All trustees and SSC members will also have a Section 128 check.

Contractors

We will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check, including barred list information. For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for contact with children, the school will undertake a risk assessment to determine whether an enhanced DBS check is required, or whether appropriate supervision is sufficient.



Appendix 3: Statement of procedures for dealing with allegations of abuse against staff

This appendix applies to all cases where it is alleged that a staff member, supply teacher or volunteer has:

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

We will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We recognise our duty of care to our employees and will provide effective support for anyone facing an allegation, including a named contact throughout the process. We will advise staff to contact their trade union representative and will remind them of their access to the Employee Assistance Programme (EAP).

Allegations of abuse against staff should be reported to the Head of School/Principal/Executive Principal. Where the concern is about the Head of School/Principal/Executive Principal this should be reported to the Chair of Trustees. If the member of staff perceives there to be a conflict of interest, they can refer directly to the LADO. The contact details are available in the key contacts.

The following definitions will be used when determining the outcome of any investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation, and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Initial consideration when dealing with an allegation

The Head of School/Principal/Executive Principal or (where the Head of School/Principal/Executive Principal is the subject of an allegation) the Chair of Trustees, (the 'case manager'), should discuss the allegation immediately with the local authority designated officer. This discussion will consider the nature, content and context of the allegation and agree on a course of action. There may be situations when the case manager will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the designated officer to help determine whether police involvement is necessary. The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer.



Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

If the initial sharing of information leads to a decision that no further action is to be taken regarding the individual facing the allegation or concern, this decision and a justification for it will be recorded by both the case manager and the designated officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action should follow both in respect of the individual and those who made the initial allegation. If the allegation is about physical contact, the strategy discussion or initial evaluation will take into account that school staff are entitled to use reasonable force to control or restrain children in certain circumstances.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the case manager will discuss with the designated officer how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of our staff. In other circumstances, the allegation will require an independent investigator.

Parents or carers of the child or children involved will be informed of the allegation as soon as possible if they are not already aware of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will be kept informed about the progress of the case. Parents will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

If the accused person resigns or ceases to provide their services, this will not prevent an allegation from being followed up. We will ensure that a referral to the DBS is made if the four criteria at the start of this appendix are met. We will also consider whether a referral to the Secretary of State is appropriate.

Following a criminal investigation or prosecution, the police should inform the school and the designated officer immediately when the investigation and any subsequent trial are complete, or if it is decided to close the investigation without charge or to discontinue prosecution after the person has been charged. In those circumstances, the case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.



If the allegation is substantiated and the person is dismissed or the person's services are no longer used, or the person resigns or otherwise ceases to provide their services, the designated officer will discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of the teaching staff, the case manager and the personnel officer will discuss with the designated officer whether to refer the matter to the TRA for consideration of prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate this and consider how the person's contact with the child or children making the allegation can best be managed.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

Confidentiality

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

The case manager will take advice from the designated officer, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it should arise.

Record keeping and references

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached are kept in the confidential personnel file of the accused, and a copy is provided to the person concerned. Records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.



If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.

Suspension

Suspension will not be an automatic response to an allegation; all options to avoid suspension will be considered before taking that step. Suspension will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

Based on an assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or temporarily redeploying the member of staff to another role in a different location, for example, to an alternative school or work for the local authority

If immediate suspension is deemed necessary, the rationale and justification for this course of action will be agreed upon and recorded by both the case manager and the designated officer.

Supply staff

We will ensure that any allegations against individuals not employed by the School, such as supply teachers, trainee teachers, or contracted staff, are properly dealt with. We will not decide to stop using a supply teacher or trainee teacher due to safeguarding concerns without first finding out the facts and liaising with our Local Authority Designated Officer (LADO) to determine a suitable outcome. We will discuss with the agency or teacher training provider whether it is appropriate to suspend the teacher. We will inform the agency or teacher training provider of our process for managing allegations and invite their Human Resources Manager or equivalent to meetings as appropriate.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, we will review the circumstances with the designated officer to determine whether any improvements are needed to the school's procedures or practices to help prevent similar events in the future.



Non recent allegations

Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to our school that they were abused as a child, the individual will be advised to report the allegation to the police. We will report any non-recent allegations made by a child to the LADO.

Low-level concerns

In line with Section Two of Part Four of Keeping Children Safe in Education, we recognise the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns with the right person so that they can be addressed appropriately. The purpose of our approach to low-level concerns is to ensure that our values are constantly lived, monitored, and reinforced by staff. Our values are outlined in more detail in our Staff Code of Conduct.

The term 'low-level' concern does not mean that the concern is insignificant; it means that a staff member, supply teacher or volunteer does not seem to have:

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

A low-level concern covers any concern, no matter how small, even if it is no more than causing a sense of unease or a 'nagging doubt' - 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;
- taking photographs of children on a personal mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating children or young people.

Such behaviour can exist on a spectrum. Our school's response to low-level concerns is an extension of our Code of Conduct. Staff can share their concerns confidentially in a simple, easy way. It is imperative that, where staff have concerns, they share them as outlined in this policy to support the development of a culture of expected behaviour and to promote our school values.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Head of School/Principal/Executive Principal.



The Head of School/Principal/Executive Principal will have oversight of all recorded concerns and has ultimate decision-making power in respect of all low-level concerns.

Any concerns about the Head of School/Principal/Executive Principal should be reported to the Chair of Trustees.

All low-level concerns will be recorded on CPOMS StaffSafe. Each record will include details of the concern, the context in which it arose, and the action taken. The name of the individual who raised the concern should be noted. Still, if that individual wishes to remain anonymous, that will be respected to the extent reasonably possible.

Records will be kept confidential, held securely, and will comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records will be reviewed to identify potential patterns of concerning, problematic, or inappropriate behaviour. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or by referring to the LADO, where a pattern of behaviour moves from a low-level concern to meeting the harm threshold. We will also consider whether wider cultural issues exist in the school that may have enabled the behaviour to occur. If this is found to be the case or a contributory factor, we may review our policies and deliver additional training where we consider this will minimise the likelihood of the events happening again.



Appendix 4: Links to other policies

Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Bring Your Own Device (BYOD) Policy
Children Looked After Policy
Health & Safety Policy
Home School Agreement Charter
ICT Acceptable Use Policy
Mobile Phone Policy
Online Safety & Remote Learning Policy
Restrictive Interventions Policy
Relationships and Sex Education (RSE) Policy
Safer Recruitment and Recruitment Selection Policy
Special Educational Needs and Disabilities (SEND) Policy
Staff Code of Conduct
Whistleblowing Policy