



Safeguarding and Child Protection Policy

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1. Safeguarding Statement

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

As a school, we are committed to:

- working in partnership with children, families and safeguarding partners to identify needs, provide help and support at the earliest opportunity, and protect children from harm, both inside and outside the home, including online;
- recognising the importance of a whole-family approach and, wherever safe and appropriate, actively involving parents, carers and wider family networks in decisions and plans to support children;
- ensuring that children's views, wishes and feelings are sought, heard, valued and considered when making decisions that affect them;
- providing a safe, inclusive, supportive and child-centred environment in which all children feel valued, can learn, develop and achieve their full potential.

As a school, we are committed to maintaining a strong, open and positive safeguarding culture. This means that:

- staff understand safeguarding is everyone's responsibility
- staff feel confident to raise concerns and exercise professional curiosity
- concerns are taken seriously and acted upon promptly
- leaders provide robust oversight, support and challenge
- children know who they can talk to if they are worried or need help
- safeguarding is embedded throughout all aspects of school life

We recognise that safeguarding concerns rarely occur in isolation and that children may experience multiple and intersecting vulnerabilities. All staff will maintain an attitude of "it could happen here and to any child" and will always demonstrate professional curiosity and act in the best interests of children.

All staff, including support staff, site staff, catering staff, administrative staff, governors, volunteers and contractors where appropriate, will read and understand Part One of Keeping Children Safe in Education 2026 and receive regular safeguarding updates.

This policy applies to all pupils and students attending the school, including those in the Early Years Foundation Stage (EYFS) and Sixth Form. It applies to all members of staff, governors, trustees, volunteers, contractors and visitors working with or on behalf of the school.

This policy applies whenever children are in the school's care, including educational visits, alternative provision, extracurricular activities, wraparound provision and online learning activities.

2. Terminology

2.1 Safeguarding and promoting the welfare of children

Safeguarding and promoting the welfare of children is defined 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 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through
- a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2026)

2.2 Child protection

Child protection is part of safeguarding and refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This includes harm occurring inside or outside the home and online.

2.3 Staff

Staff refers to all adults working for or on behalf of the school, including temporary staff, supply staff, volunteers and contractors, including those in the Early Years Foundation Stage (EYFS) and Sixth Form provision.

2.4 Child

Child refers to anyone under the age of 18. The school recognises its additional responsibilities towards care leavers where applicable.

2.5 Parents

Parents refers to birth parents and other adults in a parenting role, such as stepparents, foster carers, adoptive parents and the local authority as corporate parent.

3. Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- [The Children's Act 1989 and 2004](#)
- [Education Act 2002 Section 157 \(Independent schools incl Academies and CTC's\)](#)
- [The Safeguarding Vulnerable Groups Act 2006](#)
- [Teachers' Standards \(Guidance for school leaders, school staff and governing bodies\)](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Information Sharing 2018](#)
- [What to do if you're worried a child is being abused](#)
- [Filtering and monitoring standards in schools and colleges \(DfE\)](#)
- [Working Together to Improve School Attendance 2026](#)
- [Early Years Foundation Stage Framework](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [Data Protection Act 2018](#)
- Local multi-agency safeguarding arrangements and levels of need documents

4. Policy Principles, Aims and Values

4.1 Principles

- All children have an equal right to protection, safeguarding and opportunities, regardless of their characteristics or circumstances.
- All adults, including staff, volunteers and governors, share responsibility for safeguarding and must act on any concerns that a child may be at risk of harm.
- The school will provide a safe, caring and supportive environment that promotes children's wellbeing and development.
- Appropriate support will be provided to children and staff involved in safeguarding concerns.
- Safeguarding is embedded within all aspects of school life and underpins decision-making at all levels.
- We promote an inclusive, anti-discriminatory culture where racism, faith-based prejudice, misogyny and other discriminatory behaviours are recognised, challenged and addressed.

4.2 Aims

This policy aims to:

- ensure all staff understand their responsibility to safeguard children
- provide clear guidance on how to recognise and respond to concerns
- ensure children feel safe, valued, respected and listened to
- recognise that abuse can occur in families, communities and between children
- ensure concerns are identified, recorded and acted upon promptly
- promote effective communication within school and with external agencies
- support early identification and intervention to prevent escalation

- ensure safe recruitment practices are followed
- set clear expectations for professional conduct and safe working practice

4.3 Supporting and Protecting Children

We recognise that children who are abused or experience harm may find it difficult to seek help and may show a range of behaviours or emotional responses. The school plays a key role in providing stability, early support and protection. Positive, trusting relationships with staff are central to this.

The school will:

- provide a safe and supportive environment
- encourage children to speak to trusted adults
- listen to children and take concerns seriously
- respond with empathy and understanding
- refer to appropriate support services where needed
- work with families and partner agencies
- share information appropriately to keep children safe
- teach children how to stay safe, including online and in relationships
- support children's wellbeing, confidence and independence

The school community will:

- create an environment where children feel safe to talk and be heard
- ensure all children know who they can go to for help
- gather and respond to the views of children, parents and staff
- embed safeguarding across the curriculum
- teach children about risk, safety, relationships and online awareness
- ensure clear guidance on the safe use of technology is understood

5. Roles, Responsibilities and Training

We follow statutory guidance as set out in the latest KCSIE (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Governing bodies and Trustees
- Director of Student Support
- The Headteacher
- The Designated Safeguarding Lead (DSL)
- The Deputy Designated Safeguarding lead/s (DDSL)
- All Staff

5.1 Summary of Responsibilities

Governing Bodies / Trustees	Governing Bodies and Trustees hold strategic responsibility for safeguarding. They will receive regular safeguarding reports and provide scrutiny, challenge and oversight of safeguarding practice, culture, training, emerging risks, trends and outcomes. Safeguarding effectiveness will be reviewed at least annually. Governors and trustees will provide support, challenge and scrutiny but will not routinely access individual
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	safeguarding records unless required as part of their safeguarding responsibilities. They will ensure that: • ensure safeguarding arrangements are effective, compliant with statutory requirements, and subject to regular review through a minimum of three safeguarding monitoring visits per year. • there is a whole-school approach to safeguarding • appropriate policies (including safeguarding, behaviour and staff conduct) are in place and reviewed regularly • a DSL is appointed and provided with sufficient time, funding, training, resources and support to carry out the role effectively • safer recruitment procedures are followed, including appropriate DBS checks and maintenance of the Single Central Record (SCR) • pupils are taught safeguarding, including online safety, through a broad and balanced curriculum and effective Relationships, Sex and Health Education (RSHE). • appropriate filtering and monitoring systems are in place • allegations against staff are managed in line with statutory procedures, including referral to the LADO where appropriate; governors/trustees receive safeguarding training appropriate to their role • a nominated safeguarding trustee is appointed to provide strategic safeguarding oversight across the Trust • safeguarding risks are monitored through governance, assurance and risk management processes • safeguarding audits, monitoring visits and assurance reports are completed and reviewed, with appropriate actions taken • statutory duties under Section 175/157 of the Education Act 2002 are fulfilled
Headteacher	The Headteacher has operational responsibility for safeguarding. They will ensure that: • safeguarding policies and procedures are implemented effectively and consistently across the school • the DSL is provided with sufficient time, funding, training, resources and support to carry out their role effectively • all staff, volunteers and governors receive appropriate safeguarding training, updates and induction and understand their safeguarding responsibilities • there is a strong safeguarding culture across the school where safeguarding is everyone's responsibility • systems are in place for children to raise concerns, be listened to and receive appropriate support • safeguarding concerns are acted upon promptly and appropriate referrals are made where necessary • safer recruitment procedures are followed, and appropriate pre-employment checks are completed • allegations and concerns about adults working with children are managed appropriately and referred to the Local Authority Designated Officer (LADO) where required • effective safeguarding records are maintained and transferred securely when pupils move schools • the school works effectively with children's social care, health services, police and

	other relevant agencies to promote the welfare of children • safeguarding, attendance and behaviour information is monitored to identify patterns, trends and emerging risks • appropriate safeguarding education is provided through the curriculum, including online safety, relationships education and wider personal safety • appropriate support is available for children with additional vulnerabilities or emerging safeguarding needs • staff wellbeing is promoted and staff are supported to raise concerns about safeguarding practice, workload or welfare • all safeguarding incidents, concerns and lessons learned are used to inform continuous improvement of safeguarding practice
Designated Safeguarding Lead (DSL)	The DSL will take lead responsibility for safeguarding and child protection. The school will ensure that a DSL or appropriately trained DDSL is available during school hours for staff to discuss safeguarding concerns. Appropriate arrangements will be in place outside of normal school hours for safeguarding activities, educational visits and extended provision. The school will ensure that suitable arrangements are in place to provide safeguarding leadership and access to safeguarding advice whenever children are attending school-led activities, alternative provision, educational visits, wraparound care or extended services. Key responsibilities include: Managing referrals (the list below is not exhaustive): • to Children’s Social Care • Police • Channel (Prevent) • Disclosure and Barring Service (DBS) Working with others: • act as a point of contact for safeguarding agencies • support staff with safeguarding concerns • work with parents/carers appropriately • contribute to multi-agency plans Information management: • maintain secure, accurate child protection records • ensure information is shared appropriately • Raising awareness • ensure safeguarding policies are understood • promote a strong safeguarding culture Training and development: • Undertake training to provide the knowledge and skills required to carry out the role and update this knowledge and skills regularly • maintain up-to-date knowledge • ensure staff receive safeguarding updates Supporting staff: • provide advice and guidance through regular staff training

	• support staff dealing with safeguarding issues • provide a thorough safeguarding induction for all new staff Child-centred practice: • understand and reflect the views, wishes and experiences of children • ensure safeguarding arrangements meet the requirements of the EYFS Statutory Framework where applicable • support staff in implementing EYFS safeguarding and welfare requirements • monitor safeguarding practice within EYFS provision The DSL will receive regular safeguarding supervision which provides support, challenge, reflection, and oversight of decision-making and promotes professional wellbeing.
Deputy Designated Safeguarding Lead/s	The Deputy Designated Safeguarding Lead (DDSL/s) will act in support of the DSL and carry out safeguarding duties delegated by the DSL. They will: • work closely with the DSL to promote a strong safeguarding culture across the school • support the identification, assessment and management of safeguarding concerns • respond to safeguarding concerns and referrals as directed by the DSL • maintain accurate, secure and confidential safeguarding records • liaise with staff, parents/carers and external agencies where appropriate • contribute to multi-agency meetings, plans and interventions • provide advice and guidance to staff on safeguarding matters • undertake safeguarding training appropriate to the role and maintain up-to-date knowledge of safeguarding developments • act as a source of support, advice and expertise for staff • carry out the responsibilities of the DSL in their absence to ensure continuity of safeguarding and child protection arrangements • Undertake appropriate DSL training and regular updates to maintain the knowledge and skills required to fulfil the role.
All Staff	All staff have a responsibility to safeguard and promote the welfare of children and must understand that safeguarding concerns may occur within the family, the community and wider peer groups and may be influenced by contextual safeguarding factors. They will: • read and understand Part One of KCSIE 2026 • understand that safeguarding is everyone's responsibility and maintain an attitude of "it could happen here" • act in the best interests of the child at all times • know how to recognise and respond to abuse, neglect, exploitation and other safeguarding concerns, including online harm • understand local safeguarding procedures, thresholds and reporting arrangements • know the identity and role of the DSL and Deputy DSLs • identify children who may benefit from Early Help or Family Help • report concerns promptly and record them in accordance with school procedures

	• understand the importance of professional curiosity, information sharing and appropriate challenge • understand the additional vulnerabilities of some children, including those with SEND • understand their responsibilities in relation to child-on-child abuse, online safety, Prevent and low-level concerns • undertake safeguarding training and regular safeguarding updates
Staff Induction and Safeguarding Training	All staff, including temporary staff, supply staff, volunteers and contractors, will receive safeguarding and child protection information as part of their induction. Induction will include: • this Safeguarding and Child Protection Policy • the Staff Code of Conduct • the Behaviour Policy • the Online Safety Policy • the Whistleblowing and Managing Allegations Policy • the identity and role of the DSL and Deputy DSLs • the staff safeguarding reporting procedures • the school's response to children who are missing or absent from education • Prevent awareness training • Identify children who may benefit from Early Help or Family Help All staff will receive safeguarding and child protection training at induction and regular safeguarding updates thereafter. Training will include online safety, mental health, Prevent and an understanding of the expectations, applicable roles and responsibilities in relation to safeguarding.
Director of Student Support	Provide strategic leadership and oversight of safeguarding, child protection, attendance, behaviour and student welfare across the school. They will ensure that: • safeguarding and child protection remains central to all student support practices and decision-making • effective systems are in place to identify, monitor and support vulnerable pupils • the work of the safeguarding, attendance, behaviour and pastoral teams is coordinated and effective • appropriate interventions are implemented to support pupils' safety, wellbeing and educational outcomes • safeguarding concerns, trends and outcomes are monitored and reported to senior

	leaders and governors as required • school policies relating to safeguarding, child protection, attendance, behaviour and student welfare are implemented consistently • pupils receive timely and appropriate support when concerns are identified • the views, wishes and experiences of children are considered in planning and decision-making • safeguarding practice contributes to improved attendance, engagement and inclusion • provide safeguarding supervision and professional support to the DSL, promoting reflective practice and staff wellbeing • provide trust-wide safeguarding quality assurance and audit activity • monitor safeguarding themes, trends and emerging risks across schools • ensure consistency of safeguarding practice across the trust • report safeguarding assurance to Trustees.
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5.2 Safer Recruitment

The school is committed to ensuring that safe recruitment practices help deter, reject or identify individuals who may pose a risk to children.

The school will:

- obtain an enhanced DBS check for all relevant staff
- complete barred list checks where required
- verify identity and qualifications
- obtain suitable references
- carry out prohibition checks where appropriate
- undertake overseas checks where necessary
- undertake online safety checks
- ensure at least one trained safer recruiter participates in recruitment processes
- maintain an accurate Single Central Record
- ensure recruitment procedures comply with current regulated activity requirements and safer recruitment guidance, including requirements relating to volunteers, work experience placements and adults working with children in non-school settings

Recruitment procedures will be conducted in accordance with KCSIE and the Trust's Safer Recruitment Policy.

5.3 Work Experience

The school recognises that work experience placements form part of safeguarding responsibilities.

Prior to a placement, the school will:

- assess safeguarding arrangements within host organisations
- consider whether DBS checks or other safeguarding measures are required
- undertake risk assessments where appropriate
- provide safeguarding information to pupils and employers
- ensure pupils understand how to report concerns

Appropriate safeguarding oversight will be maintained throughout placements.

6. Recognising and Responding to Safeguarding Concerns

6.1 Recognising Safeguarding Concerns

All staff should recognise that any child, in any setting, can be a victim of abuse and maintain an attitude of “it could happen here and to any child.” Safeguarding issues are often complex and overlapping, with multiple factors present rather than isolated concerns.

Abuse, neglect, and exploitation are forms of maltreatment that can occur through harm caused or failure to prevent harm. These may take place within the family, institutional, or community settings, and can involve adults or other children. Abuse can occur both offline and online, including using technology to facilitate harm. Child-on-child abuse may also take place, and such abuse is never acceptable, it will be taken seriously and not dismissed as ‘banter’.

Safeguarding concerns may also arise outside the home (contextual safeguarding), including risks such as sexual and criminal exploitation, serious youth violence, and radicalisation.

Staff should also recognise that behaviours such as substance misuse, persistent absence, and the sharing of nudes and semi-nudes can be indicators of abuse, neglect or exploitation, increase a child's vulnerability to harm, and may be associated with child-on-child abuse.

Staff should be particularly alert to unexplained, persistent or severe absence from education, as this may be an indicator of abuse, neglect, exploitation or other safeguarding concerns.

Further details on the categories of abuse (physical, emotional, sexual, and neglect), indicators of harm, and specific safeguarding concerns are provided in Appendix 1 and 2 of this policy and statutory guidance, including KCSIE.

6.1.1 Child-on-Child Abuse, Sexual Violence and Sexual Harassment

The school recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside of school, including online.

All staff should maintain an attitude that "it could happen here" and understand that, even where there are no reported incidents, it does not mean that child-on-child abuse is not taking place. Children should be encouraged and supported to report concerns, knowing that they will be taken seriously, listened to and supported. The school recognises that children may not always recognise harmful behaviours as abuse and may be reluctant to report concerns.

Child-on-child abuse is a safeguarding issue and should never be tolerated, dismissed or minimised. The school operates a zero-tolerance approach to abuse and will never pass off abusive behaviour as:

- banter
- having a laugh
- part of growing up
- boys being boys
- harmless behaviour

Failure to challenge such behaviours can lead to an unsafe culture in which abuse becomes normalised, and children are less likely to seek help.

Child-on-child abuse may take many forms, including but not limited to:

- bullying, cyberbullying and prejudice-based bullying including racism and faith-targeted abuse
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or other forms of physical harm
- sexual violence, including rape, assault by penetration and sexual assault
- sexual harassment, including unwanted sexual comments, sexualised behaviour, remarks, jokes or gestures
- online sexual harassment and online abuse
- sharing nude and semi-nude images and/or videos
- upskirting and downblousing
- initiation, hazing or ritualistic behaviours
- relationship abuse
- harmful sexual behaviour
- causing someone to engage in sexual activity without consent

The school recognises that sexual violence and sexual harassment can occur between children of any age and gender. These behaviours can occur as a one-off incident or as part of a pattern of behaviour and may take place online, offline, or both. The school also recognises that whilst any child can be a victim or perpetrator of abuse, sexual violence and sexual harassment are more likely to be experienced by girls and perpetrated by boys.

All concerns will be taken seriously regardless of the sex, gender, age, sexuality, disability, ethnicity or background of those involved. Where there is an allegation or report of sexual violence, staff will not investigate or seek to obtain written accounts prior to consultation with the DSL, police or other relevant agencies where appropriate.

The school is committed to creating a culture where children feel safe to report concerns. Pupils will be taught about healthy and respectful relationships, consent, boundaries, online safety, harmful sexual behaviour and how to seek help through the curriculum and wider safeguarding education. Appropriate systems will be in place to enable children to raise concerns and access support.

All reports of child-on-child abuse, sexual violence or sexual harassment will be taken seriously and responded to promptly, proportionately and in accordance with statutory guidance. The wishes of the child, their safety and wellbeing, and the need to protect all pupils will remain central to decision-making. Lower level child-on-child incidents will be recorded, monitored and reviewed to identify patterns, trends or emerging concerns, and will be addressed through appropriate intervention, education and support for the children involved. Repeated or

escalating behaviours will be responded to promptly and may be managed as child-on-child abuse where appropriate.

The school will support victims, alleged perpetrators, and any other children affected by an incident and will implement risk assessments and safety plans where appropriate. Parents, carers and relevant agencies will be involved where necessary and in the best interests of the child.

Where incidents involve sexual violence, sexual harassment or harmful sexual behaviour, the school will follow the procedures outlined in Part Five of KCSIE and the Schools Sexual Violence and Sexual Harassment Policy and will seek advice from external agencies where appropriate. Records will be maintained in accordance with the school's safeguarding procedures.

The school recognises that harmful sexual behaviour (HSB) can occur both online and offline and exists on a continuum from inappropriate behaviour to sexual harassment and sexual violence. All concerns will be addressed in line with this Safeguarding and Child Protection Policy and the school's Sexual Violence and Sexual Harassment Policy.

HSB may occur online or offline and can be influenced by exposure to inappropriate sexual content, abuse, trauma, peer influences and harmful societal attitudes. All incidents will be assessed on a case-by-case basis and appropriate support; intervention and referrals will be considered. HSB will be assessed in the context of the child's age, developmental stage and presenting needs, and specialist advice will be sought where appropriate.

6.1.2 Specific Safeguarding Issues

Staff should be aware that safeguarding concerns rarely occur in isolation and may overlap. All staff should be alert to signs that a child may be at risk of abuse, neglect, exploitation or other safeguarding concerns both within and outside the home, including online.

Specific safeguarding issues may include, but are not limited to:

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- county lines
- serious violence
- domestic abuse
- modern slavery and trafficking
- financial exploitation
- child-on-parent or child-on-carer abuse
- radicalisation and extremism
- harmful ideologies and attitudes including misogyny, violence against women and girls and incel-related ideology
- online abuse
- AI abuse
- harmful sexual behaviour
- mental health concerns linked to safeguarding
- missing education
- self-harm
- suicidal ideation
- substance misuse

- so-called honour-based abuse, including forced marriage and female genital mutilation (FGM)

Staff should understand that safeguarding risks may be interconnected and should report any concerns to the DSL without delay.

Further information and definitions relating to the safeguarding issues referenced within this policy, including but not limited to county lines, child criminal exploitation, child sexual exploitation, serious violence, financial exploitation and self-harm, can be found in the most current version of *Keeping Children Safe in Education (KCSIE)*.

6.1.3 Prevent Duty and Radicalisation

The school recognises its duties under Section 26 of the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Protecting children from radicalisation and extremism is part of the school's wider safeguarding responsibilities.

Radicalisation refers to the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Extremism is defined as the vocal or active opposition to fundamental British values, including:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs

Staff should be alert to indicators that a child may be vulnerable to radicalisation.

These may include:

- changes in behaviour, friendships or presentation
- accessing extremist material online
- expressing extremist views
- becoming increasingly isolated
- being influenced by extremist individuals or groups

Concerns should be reported immediately to the DSL. The DSL will assess concerns and, where appropriate:

- seek advice from the Local Authority Prevent Lead
- make a referral to Channel
- work with police and other agencies
- ensure appropriate support is provided to the child

All staff will receive Prevent awareness training and regular updates as part of safeguarding training.

6.2 Responding

- Staff should not investigate concerns but should listen, record and report.
- Following an initial conversation with the pupil, the member of staff should discuss their concerns with the DSL and write a clear and comprehensive summary of the concern on CPOMS / My Concern.
- Records must contain detail about how the concern was followed up and resolved and a note of all actions taken, decisions reached and the outcome.

6.3 Pupil disclosures

- We recognise that disclosure takes courage; children may feel fear, shame, guilt or may not understand they are being abused.
- A child's first experience of sharing concerns must be positive, as they may need to repeat their account to other professionals.

6.4 Staff will

- Listen carefully and allow the child to speak freely.
- Remain calm, not show shock, and take the disclosure seriously.
- Reassure the child it is not their fault, and they have done the right thing.
- Use open questions, avoid leading questions or assumptions.
- Allow silence and avoid pressure, judgement, or criticism.
- Avoid unnecessary physical contact.
- Explain what will happen next and that information cannot be kept secret.

6.5 Notifying Parents

- Concerns will usually be discussed with parents by the DSL/DDSL.
- If informing parents may increase risk, advice will be sought from the Local Authority Safeguarding Partnership first.
- Parents will not be informed in cases such as forced marriage or honour-based abuse where this could increase harm; police involvement may be necessary.

6.6 Making a referral

- All concerns or disclosures must be reported immediately to the DSL.
- The DSL will decide if a referral to the Local Authority Safeguarding Partnership or other support is required.
- Any staff member can make a referral if necessary.
- Parents and the child will usually be informed unless this increases risk.
- If a child remains at risk or their situation does not improve, further action should be taken.
- Immediate danger requires urgent referral to MASH/Front Door and/or police.
- The DSL must be informed of all referrals.
- Staff should continue to escalate concerns if they believe a child remains at risk or appropriate action has not been taken.

6.7 Supporting our Staff

- We recognise safeguarding cases can be distressing for staff.
- Support is provided through the DSL and access to further guidance as needed.

7. Early Help and Family Help

7.1 Early Help and Family Help

The school recognises that providing help and support as soon as problems emerge is a fundamental part of safeguarding and promoting the welfare of children. We are committed to identifying concerns at the earliest opportunity and working collaboratively with children, families and partner agencies to ensure that children receive the right help, at the right time, from the right professional.

We recognise that safeguarding concerns rarely occur in isolation and that children and families may experience multiple and overlapping needs. Staff will be alert to emerging concerns, maintain professional curiosity and work in partnership with families wherever it is safe and appropriate to do so.

The school adopts a graduated, strengths-based and child-centred approach to identifying and responding to need. Through positive relationships with children and families, staff will seek to understand strengths, needs, risks and protective factors and contribute to plans that improve outcomes and reduce risk.

Where concerns are identified, the DSL will consider whether additional support, Early Help, Family Help, targeted intervention or statutory services are required. The school will work collaboratively with children, parents, carers and relevant agencies and contribute to assessments, plans, meetings and reviews where appropriate.

Early intervention aims to:

- safeguard and promote the welfare of children
- prevent concerns from escalating
- improve wellbeing, attendance, engagement and achievement
- strengthen family resilience and protective factors
- support children to achieve the best possible outcomes

7.2 Identifying children and families who may benefit from additional support

Any child may benefit from Early Help, Family Help or additional safeguarding support. Staff should be particularly alert to children who:

- have Special Educational Needs and/or Disabilities (SEND)
- are young carers
- are experiencing mental health or emotional wellbeing difficulties
- are frequently absent from education or missing education
- have experienced multiple suspensions or are at risk of exclusion
- are showing signs of abuse, neglect or exploitation
- are at risk of child sexual exploitation (CSE) or child criminal exploitation (CCE)
- are at risk of serious violence, county lines involvement or gang association
- are at risk of radicalisation or extremism

- are at risk of modern slavery or trafficking
- live in families experiencing domestic abuse
- live in households affected by substance misuse or adult mental ill health
- have a parent in prison
- are privately fostered
- have returned home from care
- are at risk of so-called honour-based abuse, including forced marriage or female genital mutilation (FGM)
- are LGBTQ+ or gender questioning and may require additional support due to vulnerability, bullying, discrimination or social isolation (being LGBT+ is not in itself a safeguarding concern. However, some children may experience additional vulnerability because of bullying, discrimination, prejudice or social isolation).

This list is not exhaustive, and staff should remain vigilant to any circumstance that may indicate a child, or family requires additional support, intervention or protection.

7.3 Children at greater risk of harm

The school recognises that some children may face additional vulnerabilities, barriers to disclosure or increased risk of abuse, neglect or exploitation. Particular consideration will be given to:

- children with SEND
- children in care
- previously looked-after children
- children with a social worker
- children with medical conditions
- young carers
- children experiencing mental health difficulties
- children who are missing education or persistently absent
- children who are LGBTQ+
- children who are gender questioning
- children living in households where there are safeguarding concerns
- children who are victims of domestic abuse
- Children experiencing bereavement, trauma or significant family change

Staff should be aware that assumptions must never be made regarding the cause of a child's behaviour, presentation or communication difficulties. Professional curiosity should always be applied, and safeguarding concerns should be explored appropriately.

Additional support, reasonable adjustments and safeguarding planning will be implemented where necessary to ensure children receive appropriate protection and support.

7.3.1 Young Carers

The school recognises that young carers may experience additional safeguarding, wellbeing and educational vulnerabilities. Staff will be alert to indicators that a child may have caring responsibilities and will work with families and external agencies to provide appropriate support. Consideration will be given to attendance, attainment, emotional wellbeing and opportunities to access support.

7.3.2 Children with SEND

The school recognises that children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and may be at increased risk of abuse, neglect, bullying and exploitation.

Staff should be aware that:

- indicators of abuse or neglect may be more difficult to identify
- communication barriers may make it harder for children to disclose concerns
- behavioural changes may have multiple causes and should not automatically be attributed to a child's SEND
- children with SEND may be disproportionately impacted by online risks, bullying, isolation and exploitation

Staff must remain professionally curious and ensure that children with SEND are provided with appropriate opportunities to communicate their views, wishes and feelings and access support when required.

7.3.3 Children with medical conditions

The school recognises that children with medical conditions may experience additional safeguarding vulnerabilities and require individualised support. The school will also implement the requirements of the statutory guidance 'Supporting Pupils at School with Medical Conditions'.

Where appropriate, safeguarding arrangements, healthcare plans, risk assessments and reasonable adjustments will be implemented to ensure that children are safe, supported and able to access education. Staff will consider how a child's medical condition may impact their wellbeing, communication, attendance, vulnerability and ability to seek help.

7.3.4 Children Missing Education and Persistent Absence

The school recognises that children who are missing education, frequently absent, persistently or severely absent may be at increased risk of abuse, neglect, exploitation, radicalisation, mental health difficulties and involvement in criminal activity.

Attendance is a key safeguarding indicator and concerns regarding attendance will be considered within the school's safeguarding arrangements.

The school will:

- monitor attendance and absence patterns carefully
- work proactively with children and families to identify barriers to attendance
- provide appropriate support and intervention at the earliest opportunity
- share concerns with the DSL where safeguarding issues may be present
- work in partnership with the Local Authority and other agencies where necessary

Further information can be found within the School's Attendance Policy.

7.3.5 Children Missing Education

The school recognises that children missing education are at increased risk of abuse, neglect, exploitation, child criminal exploitation, child sexual exploitation, radicalisation and poor educational outcomes.

The school will:

- monitor attendance and absence closely
- investigate unexplained absences promptly
- work with parents and carers to remove barriers to attendance
- make reasonable enquiries where a child fails to attend
- refer concerns to Children's Social Care where safeguarding concerns are identified
- notify the Local Authority when a pupil is removed from roll in accordance with statutory requirements
- share information with relevant agencies where required to protect children

Staff should recognise that persistent absence, severe absence and children missing education may be indicators of wider safeguarding concerns.

7.3.6 Children in Care, Previously Looked-After Children and Children with a Social Worker

The school recognises that children in care, previously looked-after children and children with a social worker may require additional support and protection.

The school will work closely with carers, social workers, Virtual School Heads and other professionals to promote children's safety, wellbeing, attendance, educational achievement and positive outcomes.

Staff will be aware that the experiences, adversities and vulnerabilities faced by these children may increase safeguarding risks and impact learning, behaviour, relationships and emotional wellbeing.

7.3.7 Mental Health and Safeguarding

The school recognises that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should be alert to behaviours that may suggest a child is experiencing distress, trauma or risk and should report concerns to the DSL. Staff should be alert to self-harm, suicidal ideation and suicide attempts as potential indicators of safeguarding need.

The DSL will work closely with the school's Senior Mental Health Lead and other relevant professionals to ensure that children receive coordinated support where mental health concerns intersect with safeguarding concerns.

While only trained professionals can diagnose mental health conditions, all staff have a responsibility to identify concerns and ensure that children receive appropriate support and intervention.

7.4 Safeguarding in the Early Years Foundation Stage (EYFS)

The school will implement the safeguarding and welfare requirements of the EYFS Statutory Framework and ensure that staff understand their responsibilities to safeguard and promote the welfare of children.

All children within EYFS will have an identified key person who will support their welfare, wellbeing and safeguarding needs.

The school will:

- provide a safe, secure and stimulating environment for children
- always maintain appropriate supervision of children
- identify and respond to concerns at the earliest opportunity
- work closely with parents, carers and external agencies where appropriate
- ensure that all adults working within EYFS are suitable to do so and that appropriate recruitment and vetting procedures are followed
- ensure EYFS staff comply with statutory requirements relating to staff suitability, disqualification, safeguarding training and paediatric first aid

7.4 Safeguarding in the Early Years Foundation Stage (EYFS)

The school will implement the safeguarding and welfare requirements of the EYFS Statutory Framework and ensure that staff understand their responsibilities to safeguard and promote the welfare of children.

All children within EYFS will have an identified key person who will support their welfare, wellbeing and safeguarding needs.

The school will:

- provide a safe, secure and stimulating environment for children
- always maintain appropriate supervision of children
- identify and respond to concerns at the earliest opportunity
- work closely with parents, carers and external agencies where appropriate
- ensure that all adults working within EYFS are suitable to do so and that appropriate recruitment and vetting procedures are followed
- ensure EYFS staff comply with statutory requirements relating to staff suitability, disqualification, safeguarding training and paediatric first aid
- maintain accurate records of accidents, incidents and safeguarding concerns
- ensure children are released only to authorised adults unless alternative arrangements have been agreed by the school
- follow the school's Intimate Care Policy where personal care is required
- report accidents, injuries and first aid treatment to parents/carers in accordance with statutory requirements
- ensure staff notify leaders of any event, circumstance or change that may affect their suitability to work with children
- maintain accurate records of accidents, incidents and safeguarding concerns
- ensure children are released only to authorised adults unless alternative arrangements have been agreed by the school
- follow the school's Intimate Care Policy where personal care is required
- report accidents, injuries and first aid treatment to parents/carers in accordance with statutory requirements

- promote children's health, safety and wellbeing through appropriate supervision, risk assessment and adherence to medical and dietary care plans
- ensure staff notify leaders of any event, circumstance or change that may affect their suitability to work with children
- implement and follow the school's EYFS Safer Sleep Policy, ensuring that safe sleep practices are promoted, monitored and shared with parents/carers where appropriate
- have regard to national guidance on children's screen use within the EYFS and BEP's Online Safety and Mobile Phone Policy, ensuring that any use of digital technology supports children's learning and development, is age-appropriate, supervised and balanced with opportunities for active play, interaction and exploration

Staff working within EYFS will always have access to a DSL or appropriately trained DDSL while children are in attendance.

7.5 Children in Temporary Accommodation or Experiencing Homelessness

The school recognises that homelessness and temporary accommodation can significantly impact a child's safety, wellbeing, attendance, educational progress and access to services. Staff should be alert to changes in housing circumstances and share concerns with the DSL. The school will work with families, housing services, children's social care and other agencies as appropriate to ensure children receive timely support.

8. Recording, Confidentiality, Information Sharing and GDPR

The school recognises that effective safeguarding relies on timely, appropriate information sharing and accurate record-keeping and works in line with Working Together to Safeguard Children, KCSIE, and the Data Protection Act 2018.

8.1 Confidentiality and Information Sharing

- Safeguarding information is highly sensitive and shared only on a strict need-to-know basis, as determined by the DSL or Headteacher.
- All staff have a professional duty to share information to protect children; GDPR and the Data Protection Act 2018 do not prevent sharing where a child is at risk.
- Staff must not promise confidentiality to a child if it could compromise their safety.
- Concerns should normally be discussed with the DSL, Headteacher, or Chair of Governors, who will decide on further sharing. However, any staff member can make a referral if necessary.
- Parents will usually be informed of referrals unless doing so would increase risk or impede a criminal investigation.
- Information should be shared early to identify and respond to safeguarding concerns.
- Consent is not required where information sharing is necessary to safeguard a child.
- All information sharing must be:
 - Necessary and proportionate
 - Relevant and adequate
 - Accurate

- Timely
- Secure

8.2 Recording Safeguarding Concerns

All staff must:

- Use the school's agreed recording system (CPOMS / My Concern)
- Record information factually, clearly, and promptly, including dates, times, and context
- Include body maps where appropriate
- Report concerns to the DSL immediately (verbally if urgent), followed by written records
- Document decision-making, including thresholds, rationale, actions taken, support offered, and outcomes
- Ensure the voice of the child is clearly captured
- Records should be completed as soon as possible and on the same day wherever practicable

8.3 Storage

Safeguarding records are kept secure, confidential, and separate from pupil files.

Child protection records will be retained, stored and transferred in accordance with statutory guidance, data protection requirements and the Information and Records Management Society retention schedule.

8.4 Transfer of Records

Where a pupil transfers to another school or educational setting, safeguarding records will be shared securely and promptly with the receiving setting.

The DSL will ensure that:

- child protection information is transferred separately from the main pupil file where appropriate
- records are transferred securely
- receipt of the records is confirmed by the receiving setting
- additional safeguarding information is shared in advance where this is necessary to support the child's safety and wellbeing

The school will continue to retain records in accordance with statutory guidance and data protection requirements.

8.5 Inter-Agency Working

The school will work collaboratively with external agencies and share relevant information to safeguard children effectively. Where appropriate, receiving settings may be involved in meetings (with consent) to support continuity of care.

8.6 Information Security and Access Management

The school recognises the importance of protecting safeguarding information and maintaining appropriate information security arrangements. Access to safeguarding records will be restricted to authorised personnel.

The school will:

- implement secure access controls
- regularly review permissions and user access
- ensure safeguarding records are held securely
- protect sensitive information from loss, misuse or unauthorised disclosure
- follow trust information security policies and procedures

9. Whistleblowing and Allegations against staff

9.1 Staff conduct

The school is committed to maintaining a culture of openness, transparency and accountability that promotes the safety and welfare of children. All staff have a responsibility to raise concerns where they believe that a child may be at risk of harm or where safeguarding practice falls below expected standards.

All staff should be aware of their duty to raise concerns about the management of safeguarding and child protection.

Such concerns may include:

- the attitude or actions of colleagues
- poor or unsafe practice
- failures to follow safeguarding procedures
- concerns that a child may not be receiving appropriate support or protection
- potential weaknesses in the school's safeguarding arrangements

All staff must report concerns about the conduct of an adult working with children immediately. Concerns may relate to behaviour that:

- has harmed, or may have harmed, a child
- may constitute a criminal offence against or related to a child
- indicates that an individual may pose a risk of harm to children
- raises concerns about an individual's suitability to work with children

Low-level concerns that do not meet the threshold for referral to the Local Authority Designated Officer (LADO) should also be reported and managed in accordance with the school's Whistleblowing and Managing Allegations Policy.

Concerns regarding a member of staff should be reported to the Headteacher. Concerns regarding the Headteacher should be reported to the Chair of Governors in accordance with the school's Whistleblowing and Managing Allegations Policy.

Where concerns meet the relevant threshold, the school will consult with the LADO and follow statutory procedures for managing allegations against adults working with children.

9.2 Whistleblowing

Staff who have concerns about safeguarding practice or child protection arrangements should normally raise these concerns through the school's safeguarding and management procedures. Where it becomes necessary to seek advice outside the school, staff may contact the LADO or follow the procedures set out in the school's Whistleblowing and Managing Allegations Policy.

The NSPCC Whistleblowing Advice Line is available for staff who do not feel able to raise concerns through internal procedures. Staff can contact the NSPCC on **0800 028 0285** (8:00am–8:00pm, Monday to Friday) or by email at **help@nspcc.org.uk**

9.3 Professional Conduct and Safer Working Practice

All staff must adhere to the school's Staff Code of Conduct and safer working practice guidance.

This includes expectations relating to:

- maintaining appropriate professional boundaries
- the use of mobile phones, personal devices and other technology
- photography, video recording and image sharing
- social media use
- electronic communication with pupils and families
- the safe and responsible use of technology and artificial intelligence
- avoiding behaviour that could be misinterpreted or place a child or member of staff at risk

Staff should conduct all professional interactions in a manner that safeguards children, protects staff from potential allegations and promotes public confidence in the school.

Whenever possible, meetings with individual pupils or parents/carers should take place where they can be observed by others or in accordance with safer working practice guidance.

9.4 Low-Level Concerns

The school recognises that creating and maintaining a strong safeguarding culture requires all concerns about adults working with children to be identified, reported and managed appropriately. KCSIE continues to place significant emphasis on creating a culture where low-level concerns are identified, recorded and reviewed appropriately.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, safer working practice guidance, or the standards expected of adults working with children. Such concerns do not meet the threshold for referral to the LADO but should never be ignored.

Low-level concerns may include behaviour which causes a sense of unease, doubt or concern about an adult's conduct, judgement, professionalism or suitability to work with children. This may occur both within and outside the workplace. The purpose of recording low-level concerns is not to determine wrongdoing in isolation but to identify potential patterns of behaviour.

All low-level concerns should be reported promptly to the Headteacher. Concerns relating to the Headteacher should be reported to the Chair of Governors and/or CEO in accordance with the school's Whistleblowing and Managing Allegations Policy.

The Headteacher will ensure that low-level concerns are recorded confidentially, reviewed appropriately and monitored over time to identify any emerging patterns of behaviour. Where appropriate, a confidential discussion may take place with the individual concerned to provide support, clarification, guidance or professional advice.

The Headteacher, in consultation with Human Resources and the Director of Student Support, will consider whether the information indicates that the threshold for referral to the LADO has been met.

Breaches of the Staff Code of Conduct will be recorded and considered as part of the school's ongoing safeguarding monitoring and review processes. The school adopts a "lessons learned" approach to safeguarding and will use information arising from concerns, whether substantiated or unsubstantiated, to strengthen practice, training and safeguarding culture.

Further information regarding the reporting, recording and management of low-level concerns can be found in the school's Managing Allegations and Low-Level Concerns Policy.

10. Restrictive Intervention

The school is committed to using preventative, child-centred and trauma-informed approaches to behaviour support. Staff will always seek to de-escalate situations and promote regulation before considering the use of any restrictive intervention.

Restrictive interventions, including the use of reasonable force, restraint or seclusion, will only be used as a last resort where they are necessary, lawful and proportionate to prevent harm to themselves or others, serious damage to property, criminal behaviour or serious disorder, and in accordance with statutory guidance and the school's Restrictive Interventions Policy.

The school will ensure that:

- restrictive interventions are used only when absolutely necessary and for the shortest time possible
- the welfare, dignity, rights and safety of the child remain central to decision-making
- physical intervention is never used as punishment, discipline or to secure compliance
- incidents are recorded, reported and reviewed in accordance with statutory requirements and the school's Restrictive Interventions Policy
- parents/carers are informed of significant incidents as soon as practicable
- appropriate support is provided to pupils and staff following any restrictive intervention
- safeguarding concerns arising from the use of restrictive interventions are reported and managed in accordance with safeguarding procedures

Particular consideration will be given to pupils with SEND, medical needs, communication differences and other vulnerabilities. Individual risk assessments, behaviour support plans and reasonable adjustments will be implemented where appropriate.

Further information can be found in the school's 'Restrictive Interventions, Including the Use of Reasonable Force' Policy.

11. Online Safety

This section should be read alongside BEP's Online Safety and Mobile Phone Policy.

The school recognises that online safety is a key component of safeguarding and that risks to children can occur both online and offline. Such risks can also include the use of Artificial Intelligence (AI).

Staff should be aware that online safeguarding risks continue to evolve and may include online exploitation, online coercion, cyberbullying, image-based abuse, AI-generated content, deepfakes, sharing of nude or semi-nude images, radicalisation, exposure to harmful or inappropriate material, and exposure to harmful online ideologies, including misogyny and violence against women and girls. Concerns relating to any online safety issue should be managed through the school's safeguarding procedures.

Online safety is a whole-school responsibility and part of the safeguarding culture. Risks may include content, contact, conduct, and commerce harms. Children should be supported to use technology safely, respectfully, and responsibly.

The DSL will ensure appropriate filtering and monitoring systems are in place to safeguard pupils and with the support of the Governing Board, undertake regular review of systems to ensure effectiveness (as a minimum annually).

The governing body will ensure that:

- filtering and monitoring systems are effective and there are clear roles and responsibilities identified and reviewed regularly
- safeguarding and IT leaders work together to review online risks
- staff understand filtering and monitoring arrangements
- online safety is embedded throughout the curriculum
- emerging technologies and artificial intelligence risks are considered within safeguarding arrangements
- governors and trustees will ensure they understand the school's filtering and monitoring systems and regularly review their effectiveness

Records of filtering and monitoring reviews will be maintained and reviewed at least annually by safeguarding and technology leaders.

Should incidents/online concerns be reported they will be treated as a disclosure of concern/ safeguarding issue: recorded, investigated and supported.

In addition, staff will:

- Receive regular training on online safety risks
- Model safe and appropriate use of technology

Further detail on schools' response to online and AI risks can be found in the online safety and mobile phone policy, and the AI policy.

11.2 Staff use of Mobile Phones and Personal Devices

Personal mobile phones, smart devices, cameras and other technology must be used in accordance with the Trust's Online Safety and Mobile Phone Policy and any school-specific procedures.

Personal devices must not be used in pupil-facing areas or other areas accessible to children unless authorised and in accordance with Trust policy and procedures.

The taking, storage, sharing and transmission of images, videos or information relating to pupils must only take place in accordance with Trust policy, data protection requirements and school procedures. Staff must ensure that any such use is properly authorised and appropriate safeguards are followed at all times.

Any concerns relating to the use of technology, image-sharing, online conduct or misuse of devices that may place a child at risk must be reported immediately to the Designated Safeguarding Lead (DSL).

11.3 Operation Encompass

The school participates in Operation Encompass, a partnership between schools and police which supports children who may have been affected by domestic abuse. Where appropriate, the school may receive information from the police before the start of the next school day following a domestic abuse incident.

Information received through Operation Encompass will be handled confidentially and used to ensure that appropriate support is provided to children affected by domestic abuse.

12. Alternative Provision, Off-site Safeguarding

Where pupils attend alternative provision or off-site settings, the school will ensure that:

- appropriate safeguarding arrangements are in place
- providers have suitable safeguarding policies and procedures
- staff working with children are appropriately vetted
- there is clear communication between the school and provider
- the school retains overall responsibility for safeguarding pupils placed in alternative provision

The school will undertake proportionate safeguarding quality assurance of alternative provision placements, including reviewing safeguarding arrangements, attendance, welfare information and communication systems. The school will assure itself that providers have an effective safeguarding culture, trained safeguarding staff and clear reporting systems.

The school remains responsible for monitoring the safety, welfare and educational progress of all pupils attending alternative provision.

13. Safeguarding Curriculum

The school recognises that safeguarding is not only about responding to concerns but also about preventing harm through education. Pupils are taught how to recognise risks, develop resilience, and keep themselves safe.

Safeguarding education is delivered through the curriculum, including RSHE, PSHE, Computing, assemblies and other age-appropriate learning opportunities.

Topics include:

- healthy and respectful relationships
- personal safety and wellbeing
- online safety
- recognising and responding to abuse, neglect and exploitation
- mental health and emotional wellbeing
- consent, boundaries and seeking help
- wider safeguarding issues, including extremism, serious violence and other risks relevant to pupils
- child-on-child abuse
- harmful sexual behaviour
- health and fitness
- celebrating difference
- learning about community
- strong and supportive transitions
- exploitation, including CSE and CCE
- healthy online relationships
- recognising manipulation, coercion and abuse
- understanding how to seek help and report concerns
- financial exploitation and online scams

Teaching is age-appropriate, inclusive and responsive to pupils' needs. Pupils are encouraged to share concerns, identify trusted adults and access support when needed.

Further information can be found in the school's RSHE Policy, Online Safety Policy and curriculum documentation.

14. Professional Curiosity and Challenge

The school promotes a culture of professional curiosity and constructive challenge to ensure that children receive the right help at the right time.

All staff have a responsibility to question and challenge where they believe that:

- a safeguarding concern has not been appropriately considered
- sufficient action has not been taken
- information has not been adequately shared
- a child remains at risk of harm

Staff who have concerns about a safeguarding decision or response should discuss these with the DSL or a senior leader and follow the school's escalation procedures where necessary.

Where staff remain concerned that appropriate action has not been taken to safeguard a child, they should:

- Discuss concerns with the DSL
- Escalate concerns to the Headteacher if required
- Follow Local Safeguarding Partnership escalation procedures
- Make a referral to Children's Social Care where they believe a child remains at risk

No member of staff will be disadvantaged for raising safeguarding concerns in good faith. The school supports staff to challenge decisions respectfully and will follow local authority escalation procedures where there are professional disagreements between agencies. Staff may make a referral directly to Children's Social Care if they believe a child is at immediate risk or that appropriate action has not been taken.

Staff should never assume that another professional has taken action. Where concerns remain, staff must continue to escalate concerns until they are satisfied that appropriate action has been taken to safeguard the child.

15. Linked Policies

This policy should be read alongside the following Trust and school policies and procedures:

- Behaviour Policy
- Attendance Policy
- Online Safety and Mobile Phone Policy
- Artificial Intelligence (AI) Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Managing Allegations and Low-Level Concerns Policy
- Safer Recruitment Policy
- Restrictive Interventions / Use of Reasonable Force Policy
- Intimate Care Policy
- SEND Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Data Protection and GDPR Policy
- Complaints Policy
- EYFS Policy
- EYFS Safer Sleep Policy
- Sexual Violence and Sexual Harassment Policy
- Equality Policy

16. Appendices

Appendix 1: Indicators of Abuse and Neglect

Indicators should not be viewed in isolation and do not necessarily confirm abuse. Staff should consider the child's presentation, history and wider circumstances.

Physical Abuse	Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child. Possible indicators may include: • unexplained injuries, bruises, burns or fractures • injuries inconsistent with the explanation provided • repeated injuries or injuries at different stages of healing • reluctance to change clothes for PE or other activities • fear of physical contact • aggressive or withdrawn behaviour • flinching when approached
Emotional Abuse	Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on their emotional development. Possible indicators may include: • Low self-esteem • excessive anxiety • delayed emotional development

	• self-harming behaviours • social withdrawal • extreme attention-seeking • lack of confidence • inappropriate attachment to adults • excessive fear of making mistakes
Sexual Abuse	Sexual abuse involves forcing, causing or inciting a child to take part in sexual activities, whether or not the child is aware of what is happening. Children are more likely to know their abuser than not. A child under the age of 13 can never legally consent to sexual activity. It may occur online or offline. Possible indicators may include: • age-inappropriate sexual knowledge • sexualised behaviour • reluctance to be with a particular person • unexplained gifts or money • self-harm • eating disorders • sudden changes in behaviour or mood • sexually transmitted infections • pregnancy
Neglect	Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in serious impairment of health or development. Indicators may include: • poor hygiene • inadequate clothing • persistent hunger • untreated medical needs • poor attendance • tiredness or falling asleep in class • developmental delay • lack of supervision • poor home conditions

Important Note These indicators do not necessarily mean that a child is being abused. Staff should maintain professional curiosity, consider the wider context and report concerns to the DSL.

Appendix 2: Specific Safeguarding Concerns

Child Sexual Exploitation (CSE)	This is a form of sexual abuse in which an individual, or group, takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. Indicators may include: • unexplained gifts • older associates or partners • missing episodes • hotel or taxis • changes in behaviour • online exploitation
Child Criminal Exploitation (CCE)	This occurs where an individual or group exploits a child to engage in criminal activity. Indicators may include: • unexplained money • drug-related concerns • association with gangs • increased absence from school • carrying weapons • county lines involvement
Financial exploitation	This occurs where a child is manipulated, coerced or deceived into transferring money, opening bank accounts, receiving funds, purchasing goods or participating in financial scams. Indicators may include: • unexplained bank transactions • possession of large amounts of money • pressure from others to transfer funds • multiple mobile phones • unexplained purchases

	• online scam involvement
County Lines	This refers to organised criminal networks involved in transporting illegal drugs using dedicated mobile phone lines. Indicators may include: • travelling unexplained distances • multiple mobile phones • missing episodes • unexplained possessions • criminal behaviour
Serious Violence	Children may be involved in or affected by serious violence. Staff should consider: • increased aggression • unexplained injuries • carrying weapons • gang affiliation • repeated exclusions • changes in friendships
Domestic Abuse	Children who witness domestic abuse are victims. Indicators may include: • anxiety • withdrawn behaviour • poor attendance • emotional distress • aggressive behaviour • difficulty concentrating
Child-on-Parent or Carer Abuse	Child-on-parent or carer abuse can involve physical, emotional, psychological, financial or controlling behaviour directed towards a parent or caregiver. Indicators may include: • threats towards parents or carers • controlling family members • physical aggression • property damage • coercive behaviour • fear within family relationships
Prevent and Radicalisation	Children may be vulnerable to extremist influences and radicalisation. Indicators may include: • expressing extremist views • intolerance of others • accessing extremist content • social isolation • sudden behavioural changes
Child-on-Child Abuse	The school recognises that children can abuse other children. This may include: • bullying • cyberbullying • sexual harassment • sexual violence • harmful sexual behaviour • physical abuse • relationship abuse
Female	FGM is illegal and constitutes child abuse.

Genital Mutilation (FGM)	Indicators may include: • discussions about a special procedure • prolonged absence abroad • difficulty sitting or walking • frequent toileting difficulties Teachers must report known cases of FGM in girls under 18 directly to the police.
Forced Marriage	A forced marriage occurs where one or both parties do not consent and pressure or abuse is used. Indicators may include: • concerns about upcoming travel • family pressure • sudden withdrawal from education • restrictions on independence
Modern Slavery and Trafficking	Children may be trafficked for criminal, labour or sexual exploitation. Indicators may include: • frequent moves • poor living conditions • fear of authorities • lack of documentation • exploitation concerns
Online Safety and AI Risks	Online safeguarding concerns may include: • cyberbullying • online grooming • image-based abuse • coercion • deepfakes • AI-generated harmful content • exploitation through online platforms
Self-Harm and Suicide Risk	Self-harm and suicidal thoughts may indicate significant emotional distress, trauma, abuse, neglect or other safeguarding concerns. Indicators may include: • unexplained injuries • talking about death or suicide • withdrawal from friends or activities • significant changes in mood or behaviour • expressions of hopelessness
Substance Misuse	This may increase vulnerability to abuse, neglect, exploitation and criminal involvement. Indicators may include: • smell of drugs or alcohol • sudden behavioural changes • declining attendance • association with risky peer groups • possession of substances or paraphernalia
Racism and Faith-Based Prejudice	The school recognises that racism, racial discrimination, antisemitism, anti-Muslim hatred and other forms of faith-based prejudice can impact significantly on a child's safety, wellbeing, mental health, attendance and sense of belonging. Such incidents may occur in person or online and can form part of wider safeguarding concerns, including child-on-child abuse, harassment, radicalisation or hate-related behaviour. Indicators may include: • racist language, slurs or derogatory comments

	• faith-based bullying or harassment • discriminatory online behaviour • targeting of children because of their ethnicity, nationality or religion • hate incidents occurring on or off site • repeated prejudicial attitudes or behaviours
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Appendix 3: Safeguarding Reporting Process

Respond	Listen carefully to the child or young person. Do not promise confidentiality. Reassure them that they have done the right thing by telling someone. Do not ask leading questions or investigate.
Record	Write down what was said as soon as possible, using the child's own words, on CPOMS / My Concern. Include the date, time, and context of the disclosure. Note any visible signs or behaviours. Keep the record factual and avoid interpretation or opinion.
Report	Pass urgent information to the DSL without delay. If the DSL is unavailable, report to the deputy DSL. In an emergency where a child is at immediate risk, contact the police or children's social care directly. Escalate concerns if appropriate action is not taken.
DSL Action	The DSL will assess the information and decide on the appropriate course of action. This may include a referral to children's social care, consultation with multi-agency partners, or monitoring within the setting. All decisions and rationale must be recorded.
Review and support	Follow up to ensure actions have been completed and the child's welfare is monitored. Provide ongoing support to the child and to staff involved in the disclosure. Review the case at appropriate intervals and update records accordingly.

If the child is in immediate danger

Any member of staff can make a referral if they believe a child is at risk.

For a child at immediate risk of harm

Contact Police (999)
and/or Children's Social Care

Inform DSL as soon as possible.

Appendix 4: Useful Contacts

Trust Safeguarding Lead: Jen Norris
Trust Safeguarding Trustee: Becci Collis

Out of Hours Safeguarding Contact: Emily Ward
Emergency DSL Contact Number: 07736545990

Devon Contacts	
Children's Social Care / Front Door	Telephone: 0345 155 1071 (MASH) Professional Consultation Line: 01392 388428 Website: https://www.devonscp.org.uk/make-a-request-for-support
Local Authority Designated Officer (LADO)	Telephone: 01392 384964 Email: ladosecure-mailbox@devon.gov.uk
Devon Safeguarding Children Partnership	Website: https://www.devonscp.org.uk/
Prevent Team	Email: prevent@devonandcornwall.pnn.police.uk
Police	Emergency: 999 Non-Emergency: 101
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285 help@nspcc.org.uk
Devon Safeguarding Resources and Toolkits	Child neglect strategy and toolkit - Devon Safeguarding Children Partnership

Somerset Contacts	
Children's Social Care / Front Door	Telephone: 0300 123 2224 Email: childrens@somerset.gov.uk Professional Consultation Line: 0300 123 3078
Local Authority Designated Officer (LADO)	Telephone: 0300 123 2224 (request LADO service) Email: lado@somerset.gov.uk
Somerset Safeguarding Children Partnership	Website: https://somensetsafeguardingchildren.org.uk/
Prevent Team	Email: prevent@avonandsomerset.police.uk
Police	Emergency: 999 Non-Emergency: 101
NSPCC Helpline	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285 help@nspcc.org.uk
Somerset Safeguarding Resources and Toolkits	Resources - Somerset Safeguarding Children Partnership