EDENFIELD GIRLS' HIGH SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY 2026-2027

Last Reviewed	Aug 2026
Reviewed by	Dr Sayeid
Approved by	Governing Body
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SECTION 1: KEY SAFEGUARDING INFORMATION

Key Staff	
Full name of School	Edenfield Girls' High School
Designated safeguarding lead	Dr M Sayeid-Al-Jamee 01282 476011
Deputy designated safeguarding lead(s)	Mrs. Runa Khanam
Designated Prevent lead(s)	Mrs. Runa Khanam
Designated teacher for looked after children	Mrs. Runa Khanam
Lead governor for safeguarding and child protection	Imran Ashraf E: i.ashraf@fountainsofknowledge.com

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

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

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

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

SECTION 2: INTRODUCTION

Edenfield Girls' High School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected, valued, and enabled to reach their full potential.

This policy applies to:

- All teaching staff
- Non-teaching staff
- Governors and trustees
- Volunteers
- Supply staff
- Contractors
- Visitors to the school

Statutory Framework

This policy ensures the school fulfils statutory requirements under:

- Children Act 1989 and 2004
- Education Act 2002 (Section 175)
- Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 *(updated for 2026 — see note below)*
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Equality Act 2010, including the Public Sector Equality Duty
- Human Rights Act 1998
- Keeping Children Safe in Education (KCSIE) 2026 — in force from 1 September 2026
- Working Together to Safeguard Children (current edition)

Three Key Elements of Safeguarding

Prevention: Early help, identification of unmet needs and vulnerabilities, partnerships with agencies to promote pupil welfare and keep children safe.

Protection: Staff trained to recognise and respond to abuse and neglect, remaining vigilant and acting quickly when a child is suffering or at risk of harm.

Support: Recognition of the sensitive and complex nature of safeguarding, ensuring pupils, staff, and families receive appropriate support and that children's views are valued.

SECTION 3: DEFINITIONS AND TERMINOLOGY

Child/Children: Anyone under the age of 18 years. This policy applies to all pupils, including those over 18 years, in professional contexts within school.

Safeguarding and promoting welfare of children is defined as:

- Protecting children from maltreatment (whether within or outside the home, including online)
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in circumstances consistent with safe and effective care
- Taking action to enable all children to have the best outcomes

Significant harm: Ill-treatment or impairment of health and development where:

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

Early help: Providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Allegation: A claim that a person working with children has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, or has behaved towards a child in a way indicating they may pose a risk of harm.

Low-level concern: Any concern about an adult's behaviour towards or concerning a child that does not meet the harm threshold and is not serious enough to merit a referral at the time of reporting.

Child In Need (CIN): A child who is unlikely to achieve or maintain a reasonable standard of health or development without provision of services by a local authority, or whose health/development would be significantly impaired without services, or who is disabled.

Child protection: Processes undertaken to protect children identified as suffering or at risk of suffering significant harm.

Child Sexual Exploitation (CSE): A form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity.

Child Criminal Exploitation (CCE): A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into criminal activity.

Domestic abuse: Any type of controlling, bullying, threatening, or violent behaviour between people in a relationship. Children witnessing domestic abuse are children in need of safeguarding.

Female Genital Mutilation (FGM): All procedures involving partial or total removal of external female genitalia or other injury to female genital organs. Illegal in the UK and a form of child abuse.

Extremism: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

Radicalisation: The process by which a person comes to support terrorism and forms of extremism.

Terrorism: An action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes with an electronic system. The use or threat must be designed to influence government or intimidate the public for advancing a political, religious, or ideological cause.

County lines: A term for gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or deal lines.

Honour-based abuse (HBA): Incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Forced marriage: A marriage entered into without the full and free consent of one or both parties where violence, threats, or other coercion is used.

Child-on-child abuse: Abuse perpetrated by children against other children, occurring inside and outside school, both online and offline.

Sexting/Youth Produced Sexual Imagery: The sending or posting of nude or semi-nude images, videos, or live streams by young people under 18 online.

CSAM: Child Sexual Abuse Material. Includes recorded abuse and synthetic/AI-generated imagery depicting minors in sexual situations.

Deepfake: Synthetic media using artificial intelligence to create, manipulate, or alter images or videos, often to depict false scenarios.

Image-Based Sexual Abuse (IBSA): Non-consensual sharing of intimate images, including creation and distribution of fake intimate images. May involve blackmail or extortion.

Harmful Sexual Behaviour (HSB): Sexual behaviour displayed by children and young people that is developmentally inappropriate, concerning, or abusive, ranging from age-inappropriate exploration to serious sexual offences.

Upskirting: Taking a picture under a person's clothing without permission to view genitals or buttocks for sexual gratification or to cause humiliation, distress, or alarm.

Mental health: A state of wellbeing in which individuals realise their abilities, can cope with normal stresses of life, work productively, and contribute to their communities.

Self-harm: When someone deliberately hurts or injures themselves; ranges from behaviour with strong suicidal intent to behaviour used as a coping mechanism.

Fabricated or Induced Illness (FII): Also known as Munchausen's syndrome by proxy; when a parent or carer exaggerates or deliberately causes symptoms of illness in a child.

Contextual safeguarding: An approach addressing abuse and exploitation in wider social contexts beyond the family home, including peer relationships, community settings, and online environments.

Incel: Online communities promoting involuntary celibacy ideology, often associated with misogyny and radicalisation.

Misogyny-driven abuse: Harassment or abuse targeting women or girls because of their gender, often dehumanising and objectifying.

MARAC: Multi-Agency Risk Assessment Conference, a forum for coordinating response to high-risk domestic abuse cases.

Nudes and semi-nudes (updated definition): The creation, sending or posting of nude or semi-nude images by young people under 18. “Images” includes photographs, videos and livestreams. Images may be self-generated, taken or created by another person, digitally altered, or wholly generated using artificial intelligence, including “deepfakes” or “deep nudes”. This term is used in preference to “sexting” because it better captures the full range of image-sharing behaviours covered by the guidance.

Data protection laws: Collectively, the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.

Victim / alleged perpetrator: KCSIE 2026 uses these terms as widely recognised shorthand, but is explicit that not everyone who has experienced abuse considers themselves a “victim”. Staff should use whichever term the child themselves is most comfortable with, particularly when speaking in front of children.

Cyber security standards for schools and colleges: DfE non-statutory guidance setting out actions schools should take to protect personal information and strengthen resilience against cyber incidents, now explicitly framed by KCSIE as part of schools’ wider safeguarding responsibilities.

Generative AI (in a safeguarding context): Artificial intelligence tools capable of producing text, images, audio or video, including tools that can simulate peer-to-peer contact or generate synthetic sexual imagery of children. KCSIE 2026 identifies harmful interaction with generative AI applications as a form of “contact” risk within the 4 Cs framework (see Section 16).

SECTION 4: ROLES AND RESPONSIBILITIES

The Governing Body

The governing body ensures that:

1. A whole-school approach to safeguarding is embedded across all systems, processes, and policies
2. Safeguarding and child protection are at the forefront; all systems, processes, and policies operate with the best interests of the child at their heart
3. The child's wishes and feelings are considered when determining action and services
4. Systems are in place for children to express views and give feedback
5. This policy is implemented and followed by all staff
6. "All staff, including temporary staff and volunteers, read this policy and Part One of KCSIE 2026 in full on induction. This applies to every member of staff, including those who do not work directly with children - KCSIE 2026 has withdrawn Annex A (the condensed version of Part One) and there is no longer a shortened reading route for any staff group."
7. A designated safeguarding lead (DSL) is appointed in a senior leadership role
8. A deputy DSL or deputies are identified and trained to the same standard as the DSL
9. A lead governor for safeguarding liaises with the head teacher and DSL on safeguarding matters
10. The school contributes to inter-agency working in accordance with Working Together to Safeguard Children (2023)
11. The school provides a coordinated offer of early help when additional needs are identified
12. The school contributes to inter-agency plans for children subject to child protection plans
13. The local authority can conduct section 17 or section 47 assessments
14. Relevant staff have due regard to data protection principles, allowing sharing and withholding of personal information in accordance with Data Protection Act 2018
15. School systems consider procedures and practice of the local authority as part of Safeguarding Partners procedures
16. The school operates safer recruitment procedures and fulfils its statutory duty ensuring appropriate checks on all staff and volunteers
17. Clear procedures are in place for dealing with allegations against staff, supply staff, volunteers, and contractors
18. Clear procedures are in place for handling low-level concerns
19. The Staff Code of Conduct is upheld and provided to all staff
20. A designated teacher is appointed to promote educational achievement of children who are looked after
21. A designated teacher also promotes achievement of children who have left care through adoption, special guardianship, or child arrangement orders
22. The school fulfils its Prevent duty with "due regard to the need to prevent people from being drawn into terrorism"
23. The DSL receives regular training regarding Prevent and awareness of extremism
24. Procedures are in place for DBS referral if a person in regulated activity is dismissed or leaves due to safeguarding concerns
25. All staff receive induction training, regular safeguarding updates, and annual child protection training
26. Staff are skilled and knowledgeable in keeping looked after children safe
27. Appropriate safeguarding responses are in place for children missing from education
28. Procedures are in place for handling allegations between children
29. The school fulfils its statutory duty to report to the police any discovery of FGM on a girl under 18
30. Where services are provided on school premises by external bodies, those bodies have appropriate safeguarding policies and procedures
31. Children are taught about safeguarding through the curriculum and teaching and learning opportunities
32. Appropriate filters and monitoring systems are in place to protect children from harmful online material

33. The head teacher provides termly safeguarding updates to the governing body
34. A senior leader is named with responsibility for the school's filtering and monitoring provision, working with the DSL and IT support, and the effectiveness of that provision is reviewed at least once every academic year.
35. Robust cover arrangements are in place for periods when the DSL is unavailable (illness, leave, or other absence), so that safeguarding concerns continue to be received, monitored and acted upon without delay.
36. The school's approach to safeguarding reflects its responsibilities in relation to generative AI, online-generated imagery (including AI-generated nudes and deepfakes), and cyber security, in line with the Cyber security standards for schools and colleges.

The Head Teacher

The head teacher ensures that:

1. This policy and procedures are implemented and followed by all staff
2. The DSL is given time, funding, training, resources, and support to carry out their role
3. At least one deputy DSL is identified and trained to the same standard as the DSL
4. A designated teacher for looked after children is appointed with appropriate training
5. All staff receive induction training, regular safeguarding updates, and annual training
6. Staff feel able to raise concerns about poor or unsafe practice
7. Such concerns are handled sensitively and in accordance with whistleblowing procedures
8. Staff can raise concerns about other staff members or volunteers
9. A recording mechanism exists for monitoring allegations against staff
10. Pupils' safety and welfare is addressed through the curriculum
11. Appropriate arrangements are in place for FGM reporting to the police
12. The school has arrangements to fulfil its Prevent duty
13. The school has arrangements to monitor and respond to children missing from education
14. The school Single Central Record is regularly reviewed
15. Required audits and risk assessments are completed (sections 57/175, Prevent risk assessment)

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team and has the following responsibilities:

Leadership and Coordination:

- Provides advice and support to other staff on child welfare and child protection
- Takes part in strategy discussions and inter-agency meetings
- Is available during school hours for staff to discuss safeguarding concerns
- Has a working knowledge of local authority child protection case conferences and can attend and contribute effectively

Knowledge and Understanding:

- Has thorough understanding of their own role, how to identify, understand, and respond to specific needs that increase vulnerability
- Understands specific harms including CSE, CCE, county lines, radicalisation, FGM, forced marriage, and domestic abuse
- Understands assessment processes for early help and statutory intervention
- Is alert to specific needs of children in need, SEND, relevant health conditions, and young carers
- Understands importance of information sharing, data protection, and confidentiality
- Understands the Prevent duty and can provide advice on protecting from radicalisation
- Is confident about unique risks of online safety and capability requirements for SEND online safety
- Has explicit understanding of the filtering and monitoring systems and processes in place at the school, and this responsibility is set out in the DSL's job description.

Policy and Procedures:

- Ensures each staff member has access to and understands this policy
- Ensures all staff have read Part 1 of KCSIE (2025)
- Ensures all staff receive appropriate induction, regular updates, and annual training
- Works with the school in annual review of this policy and procedures
- Ensures this policy is available publicly
- Ensures parents are aware referrals about suspected abuse may be made and understand the school's role

Record Keeping:

- Keeps detailed, accurate, secure records of concerns and referrals
- Maintains information confidentially and securely
- Ensures child protection files are properly maintained, transferred, and retained in accordance with policy
- Ensures chronologies are accurate and up-to-date
- Ensures information is managed in line with Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025

Referrals and External Communication:

- Refers cases of suspected abuse to local authority children's social care
- Refers cases concerning staff to the LADO
- Refers cases where someone is dismissed or leaves due to risk/harm to the DBS
- Refers cases involving teaching staff to the Teacher Referral Agency (TRA)
- Uses NPCC guidance for when to call the police
- Liaises with the head teacher on ongoing enquiries and investigations
- Acts as a source of support, advice, and expertise to staff
- Liaises with designated leads on other matters

Information Management:

- Considers whether to share information with new schools to support children who have experienced abuse or receive Channel support
- Ensures child protection files are transferred within 5 days
- Ensures secure transit and confirmation of receipt

- Manages information sharing appropriately with external agencies

Early Help and Prevention:

- Understands the early help assessment process
- Takes lead responsibility for early help support where appropriate
- Promotes early intervention

Vulnerable Groups:

- Knows who are cohort of children with social workers
- Understands their academic progress and attainment
- Maintains culture of high aspirations for this cohort
- Ensures information about welfare, safeguarding, and child protection issues is shared with teachers
- Ensures appropriate support to help children reach potential
- Completes local authority safeguarding audit (sections 57/175)
- Completes annual Prevent risk assessment
- Links with appropriate external agencies for staff training on Prevent
- Understands Channel Panel referral system
- Keeps record of staff safeguarding training attendance

Staff Development:

- Ensures staff are supported during referral processes
- Helps staff consider how safeguarding, welfare, and educational outcomes are linked
- Encourages culture of listening to children
- Develops knowledge and skills to engage with children effectively

Deputy Designated Safeguarding Leader/s

At least one deputy DSL should be identified. Deputies should be trained to the same standard as the DSL. The DSL retains ultimate lead responsibility for child protection and should not delegate this responsibility.

Availability: During term time, the DSL or a deputy should always be available during school hours. The school arranges appropriate cover for out-of-hours and out-of-term activities. In exceptional circumstances where neither is available, this should not delay appropriate action. Staff should speak to a senior leader and/or seek advice from local authority children's social care.

DSL Cover Arrangements

To ensure continuity of safeguarding responsibilities, the school maintains robust cover arrangements for periods when the DSL is unavailable due to illness, leave or other circumstances. This includes a confidential password protected shared drive/mailbox, a named deputy on-call rota to ensure that safeguarding concerns are received, monitored and acted upon without delay.

SECTION 5: RECOGNISING ABUSE AND NEGLECT

All staff should be aware of indicators of abuse, neglect, and exploitation. Children can be at risk of harm inside and outside school, inside and outside the home, and online. Abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or label alone. In most cases, multiple issues overlap.

Physical Abuse

Physical abuse is a form of abuse which 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 symptoms of or deliberately induces illness in a child.

Possible indicators:

- Any injuries not consistent with the explanation given
- Injuries which occur to the body in places not normally exposed to falls or rough play
- Injuries which have not received medical attention
- Reluctance to change for PE or participate in swimming
- Bruises, bites, burns, or fractures which do not have an accidental explanation
- Inconsistent accounts for the cause of injuries
- Flinching when touched
- Inappropriate fear of parents/carers
- Aggression towards others or themselves

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them, or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, including interactions beyond their developmental capability, overprotection, limitation of exploration and learning, or preventing participation in normal social interaction. It may involve seeing or hearing ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.

Possible indicators:

- Depression, aggression, extreme anxiety
- Changes or regression in mood or behaviour
- Withdrawal or clinginess
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention but not mixing well with peers
- Sleep or speech disorders

- Negative statements about themselves
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away
- Stealing
- Lying
- Reluctance to go home
- Nervousness around particular adults

Sexual Abuse

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 (rape, oral sex) or non-penetrative acts (masturbation, kissing, rubbing, touching outside clothing). They may also include non-contact activities (involving children in looking at or 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 commit acts of sexual abuse, as can other children.

Possible indicators:

- Child has excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour
- Sexual activity through words, play, or drawing
- Repeated urinary infections or unexplained stomach pain
- Child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares with sexual connotations
- Eating disorders (anorexia, bulimia)
- Regression in behaviour
- Fear of particular adults or places
- Reluctance to be alone with particular individuals
- Sexually transmitted infections
- Unexplained pregnancy
- Withdrawal from activities or relationships
- Excessive compliance or passivity

Neglect

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

Possible indicators:

- Child is frequently absent from school
- Child is inadequately clothed for the season/weather
- Child is malnourished or frequently hungry
- Child is unable to concentrate
- Child has poor hygiene or medical/dental issues unaddressed
- Child is left alone or unsupervised
- Child is found wandering
- Child has developmental delay
- Child shows attachment difficulties
- Child is in a dangerous environment
- Substance abuse within the home
- Hoarding, poor sanitation, or clutter in the home
- Child lacks necessary medical/dental care

SECTION 6: SPECIFIC SAFEGUARDING ISSUES

Child-on-Child Abuse

Children can abuse other children (child-on-child abuse). All staff must be clear that child-on-child abuse should not be passed off as "part of growing up," "banter," "just having a laugh," or "boys being boys." Downplaying such behaviours can lead to a culture of unacceptable behaviours, an unsafe environment, and normalisation of abuse.

All staff should understand that even if there are no reports of child-on-child abuse, this does not mean it is not happening. It may not be being reported.

Child-on-child abuse is most likely to include:

- Bullying (including cyberbullying and prejudice-based bullying)
- Abuse in intimate personal relationships between children (teenage relationship abuse)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Sexual violence (rape, assault by penetration, sexual assault)
- Sexual harassment (sexual comments, remarks, jokes, online sexual harassment)
- Causing someone to engage in sexual activity without consent
- Non-consensual sharing of nude and semi-nude images/videos (sexting/youth produced sexual imagery)
- Upskirting (taking pictures under clothing without permission)
- Initiation/hazing rituals (harassment, abuse, or humiliation used for group entry)

Important considerations:

- Child-on-child abuse often occurs within the same school or neighbourhood
- Response must account for how peer relationships are affected
- There is a relationship between sexual exploitation, serious youth violence, and teenage relationship abuse
- Young people who have experienced abuse can be groomed to abuse peers (holistic safeguarding approach needed)
- Different gender issues may be prevalent
- Abuse can be influenced by environments (violence exposure, harmful social norms, gender stereotypes)
- Abuse hinges on power and consent notions

Alleged perpetrators:

- Are likely to have considerable unmet needs as well as posing significant risk to others
- Decisions on action must be based on risk they pose and minimising this risk
- Assessment should consider nature, extent, context of abusive behaviours; development and family circumstances; likelihood of continuing risk and who is at risk; need for services
- Should be assessed for significant harm and potential child protection conference requirement
- May require criminal justice involvement
- Should be supported and treated as child in need of help

Sharing nudes and semi-nudes: Staff who receive reports of sharing nudes and semi-nudes must:

- Report immediately to the DSL
- Never view, copy, print, share, store, or save the imagery

- Not ask the child to delete it
- Not ask involved children to disclose information
- Not blame or shame those involved
- Ensure children understand it will be reported
- Reassure they will receive support and help
- Record all decisions, actions, and reasoning
- Refer in accordance with school procedures

Note: Consensual image sharing, especially between older children of the same age, may require different response. While not necessarily abusive, children still need to understand it is illegal. Non-consensual sharing is illegal and abusive.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child or young person under 18 into sexual activity. While age may be the most obvious power imbalance factor, this can also be due to gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The abuse will often be in exchange for something the victim needs or wants and/or be to the financial benefit or other advantage of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, children or adults. It can be a one-off occurrence or series of incidents ranging from opportunistic to complex organised abuse. It can involve force and/or enticement to gain compliance and may or may not be accompanied by violence or threats. Victims can be exploited even when activity appears consensual. It should be noted that exploitation can be physical and be facilitated and/or take place online.

CSE does not require physical contact; it can occur over time or as a one-off occurrence and may happen without the child's immediate knowledge.

CSE can affect any child who has been coerced into engaging in sexual activities, including 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Possible indicators:

- Acquisition of money, clothes, mobile phones without plausible explanation
- Gang association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home or care without explanation; persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age
- Sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or social media

- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing
- Older boyfriends/girlfriends
- Display of sexual behaviours beyond expected sexual development
- Pregnancy

Child Criminal Exploitation (CCE)

CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into taking part in criminal activity. Similar to CSE, this power imbalance can be due to various factors beyond age.

Some specific forms include children being forced or manipulated into:

- Transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Committing vehicle crime
- Threatening or committing serious violence to others
- Carrying weapons

Children can become trapped as perpetrators can threaten victims or their families with violence, entrap and coerce them into debt. They may be coerced into carrying weapons or carrying knives for protection.

Children involved in CCE often commit crimes themselves. Their vulnerability as victims is not always recognised (particularly older children), and they are not always treated as victims despite experiencing harm. They may still have been criminally exploited even if the activity appears to be something they agreed to or consented to.

Gendered considerations: The experience of girls who are criminally exploited can be very different from that of boys. Indicators may not be the same. However, professionals should be aware that girls are at risk of CCE too. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Possible indicators:

- Acquisition of money, clothes, or new possessions without plausible explanation
- Gang association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Persistent going missing or returning late
- Substance misuse
- Changes in emotional wellbeing
- Signs of assault or unexplained injuries
- Relationships with controlling or significantly older individuals or groups
- Association with known criminals
- Carrying weapons

County Lines

County lines is a term for gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other "deal lines." This activity happens locally and across the UK; no specific distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money.

Offenders use coercion, intimidation, violence (including sexual violence), and weapons to ensure victim compliance. Children can be targeted and recruited into county lines in any school type, further/higher education institutions, pupil referral units, children's homes, and care homes. Children are increasingly targeted and recruited online using social media.

Children easily become trapped as county lines gangs can manufacture drug debts requiring payment or threaten serious violence and kidnap towards victims and families if they attempt to leave.

Specific indicators:

- Go missing from school or home and are subsequently found in areas away from home
- Have been victim, perpetrator, or alleged perpetrator of serious violence (knife crime)
- Are involved in receiving drug requests, moving drugs, handing over/collecting money
- Are exposed to "plugging" (concealing drugs internally to avoid detection)
- Are found in unfamiliar accommodation ("trap houses" or hotels with drug activity)
- Owe "debt bonds" to exploiters
- Have their bank accounts used to facilitate drug dealing

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening, or violent behaviour between people in a relationship. It can be but is not limited to psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse if they see, hear, or experience the effects at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All forms can have detrimental and long-lasting impacts on health, wellbeing, development, and ability to learn.

The Domestic Abuse Act 2021 introduced a statutory definition recognising domestic abuse's impact on children as victims in their own right. Both parties must be aged 16+ and "personally connected" (as defined in section 2 of the 2021 Act) for the statutory definition to apply, though safeguarding procedures apply to all children under 18 in any relationship context.

Types include:

- Intimate partner violence
- Abuse by family members
- Teenage relationship abuse (young people in own relationships)
- Child to parent abuse

Impacts on children:

- Serious, long-lasting emotional and psychological effects
- Impact on development
- Some children may blame themselves
- Some may have left family home as a result

Teenage relationship abuse: Young people can experience abuse in their own intimate relationships. Depending on age, this may not be recognised under the statutory definition (if parties under 16) but remains a safeguarding concern. Both young victims and young perpetrators should be offered support.

Operation Encompass: This police-school information sharing scheme operates in all police forces across England. When police are called to domestic incidents where children are present who have experienced the incident, police inform the key adult (usually DSL) in school before the child arrives at school the next day. This ensures the school has current relevant information and can provide immediate support according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, police and/or schools make referrals to local authority children's social care.

Operation Encompass helpline: 0204 513 9990 (08:00-13:00 Mon-Fri, charged at local rate)

Female Genital Mutilation (FGM)

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

Signs FGM may be imminent:

- Female family elder visiting, particularly from a country of origin
- References to FGM in conversation
- Child mentions a "special procedure" or occasion to "become a woman"
- Child requests help or asks how to prevent FGM
- Parents withdraw child from PSHE/RSE lessons

Indications FGM has occurred:

- Difficulty walking, sitting, or standing; appearing uncomfortable
- Spending longer than normal in bathroom/toilet due to urination difficulties
- Frequent urinary, menstrual, or stomach problems
- Prolonged or repeated absences from school with noticeable behaviour changes on return
- Withdrawal or depression following absence
- Reluctance to undergo medical examinations
- Disclosure by the child
- Requests for help
- Pain or discomfort between legs

Teachers' Mandatory Reporting Duty:

Under section 5B of the Female Genital Mutilation Act 2003 (inserted by section 74 of the Serious Crime Act 2015), teachers have a statutory duty to report to the police where they discover (through disclosure or visual evidence) that FGM appears to have been carried out on a girl under 18.

Teachers must personally report such cases to the police. Unless they have good reason not to, they should discuss the case with the school's DSL and involve local authority children's social care. The duty does not apply to at-risk or suspected cases or where the woman is 18+. In these cases, teachers follow local safeguarding procedures.

Failing to report can result in disciplinary sanctions. It will be rare for teachers to see visual evidence; they should never examine pupils.

For further information: Mandatory reporting of female genital mutilation procedural information.

Actions:

- Staff speak to DSL about any concerns regarding FGM
- DSL activates local safeguarding procedures
- Multi-agency liaison with police and children's social care
- Referral and reporting to police as required by law

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 where violence, threats, or other coercion is used. Threats can be physical, emotional, or psychological. A lack of full and free consent can exist where a person does not consent or cannot consent (e.g., learning disabilities). Nevertheless, some perpetrators use perceived cultural practices to coerce marriage.

Since February 2023, it is also a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even without violence, threats, or coercion. This applies to non-binding, unofficial "marriages" as well as legal marriages.

Schools and colleges play an important role in safeguarding children from forced marriage.

Possible indicators:

- Anxious, depressed, emotionally withdrawn demeanor with low self-esteem
- Mental health disorders (self-harming, cutting, anorexia)
- Coming to police attention (shoplifting, drugs, alcohol use)
- Sudden decline in performance, behaviour, engagement, aspirations, motivation
- Discussion of upcoming family holidays with worry
- Fears of being taken out of education and kept abroad
- Decline in punctuality from having to negotiate leaving home
- Withdrawal from school without suitable home education

- Running away
- No time for extra-curricular activities
- Surveillance by siblings/cousins
- Family history of older siblings leaving education/marrying early
- Reports of being missing
- Reports of domestic abuse, harassment, or violence at home
- Reports of rape, kidnap, threats to kill, attempts to kill/harm

Important safeguarding principle: Upon discovering and reporting suspected forced marriage, staff should NOT liaise with the child's family unless this has been agreed following risk assessment from police/children's social care. Family contact can place the child at risk of being sent abroad immediately, disappearing, or even being murdered.

When reporting, staff must report any siblings they are aware of, as siblings (including males) may also be at potential risk.

Forced Marriage Unit (FMU) Contact:

- Phone: 020 7008 0151
- Email: fmu@fcdo.gov.uk
- Multi-agency practice guidelines and statutory guidance available at: The right to choose: government guidance on forced marriage

Radicalisation and Prevention of Extremism

Context:

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Prevent duty should be seen as part of the school's wider safeguarding obligations.

Key Definitions:

Extremism: Vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This includes calls for the death of members of the armed forces.

Radicalisation: The process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Terrorism: An action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use or threat must be

designed to influence government or intimidate the public and is made for advancing a political, religious, or ideological cause.

Vulnerability factors:

Although there is no single way of identifying whether a child is susceptible to radicalisation, factors that may indicate concern include:

Engagement factors (susceptibilities, motivations, contextual influences):

- Feelings of grievance and injustice
- Feeling under threat
- Need for identity, meaning, and belonging
- Desire for status
- Desire for excitement and adventure
- Need to dominate and control others
- Susceptibility to indoctrination
- Desire for political or moral change
- Opportunistic involvement
- Family or friends' involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Engagement indicators:

- Spending increasing time with suspected extremists
- Changing style of dress/appearance to accord with group
- Day-to-day behaviour becoming centred around extremist ideology
- Loss of interest in other friends and activities not associated with extremism
- Possession of extremist material or symbols
- Attempts to recruit others to the group/cause
- Communications suggesting identification with group/ideology

Intent to cause harm factors:

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

Intent indicators:

- Clearly identifying another group as threatening
- Blaming that group for social/political ills
- Using insulting or derogatory names for another group
- Speaking of imminence of harm and importance of action now
- Expressing attitudes justifying offending on behalf of the group
- Condoning or supporting violence/harm towards others

- Plotting or conspiring with others

Capability to cause harm factors:

- History of violence
- Criminal versatility and criminal networks supporting extremist goals
- Occupational skills enabling terrorism (e.g., civil engineering, pharmacology, construction)
- Technical expertise (IT skills, chemical knowledge, military training, survival skills)

Staff Role:

Staff should exercise professional curiosity and speaking to the DSL if they have concerns about a child. Staff should use their judgment in identifying potentially vulnerable individuals and act proportionately, which may include the DSL making a Prevent referral.

It is important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

The School's Prevent Arrangements:

The school:

- Has a senior leader(s) in the school designated with lead responsibility for Prevent
- Ensures designated leaders have awareness and understanding of the Prevent duty
- Ensures designated leaders have training from relevant agencies
- Completes an annual Prevent risk assessment
- Links with appropriate outside agencies to ensure staff training on Prevent
- Understands the Channel Panel referral system
- Works to identify extremism and prevent radicalisation
- Implements systems to protect children from terrorist and extremist material online

Channel:

Channel is a voluntary, confidential support programme which focuses on providing early support to people identified as being susceptible to being drawn into terrorism.

Prevent referrals are assessed and may be passed to a multi-agency Channel panel which discusses whether the individual is at risk of being drawn into terrorism and considers appropriate support required.

A representative from the school may be asked to attend the Channel panel to help with assessment. An individual must provide consent before any support delivered through the programme is provided.

The DSL should consider whether it is appropriate to share any information with a new school in advance of a child leaving, such as information allowing the new school to continue supporting victims of abuse or those receiving support through Channel.

Further Information:

- Prevent duty guidance for England and Wales (paragraphs 141-210 specifically concern education)

- Educate Against Hate (government website supporting school and college teachers)
- Home Office e-learning modules: Prevent awareness; Prevent referrals; Channel awareness
- Education and Training Foundation: Prevent for FE and Training

Mental Health

All staff should be aware that mental health problems can, in some cases, be indicators that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.

Only appropriately trained professionals should attempt to diagnose mental health problems. Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests potential mental health problems or risk of developing one.

Where staff have a mental health concern that is also a safeguarding concern, immediate action should follow child protection procedures and the school's protocols.

The school:

- Provides access to external advice to identify children in need of mental health support
- Works with external agencies
- Has appropriate mental health support and referral routes
- Takes a trauma-informed approach recognising lasting impacts of adversity and trauma
- Links mental health concerns to safeguarding where appropriate
- Has senior mental health leads who can be consulted
- Accesses mental health support teams where available

Resources:

- Mental health and behaviour in schools (DfE guidance)
- Public Health England resources (now UK Health Security Agency/OHID, but branding unchanged)
- Every Mind Matters: links to materials and lesson plans for secondary teachers

Serious Violence

All staff should be aware of indicators which may signal children are at risk from or involved with serious violent crime.

Indicators include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in educational performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Drug or alcohol misuse

- Unexplained gifts or new possessions (indicating approach by individuals in criminal networks/gangs or involvement with such individuals)

Risk factors that may increase likelihood of involvement:

- Being male
- Frequent absences or permanent exclusion from school
- Experience of child maltreatment
- Involvement in offending (theft, robbery)

Timing considerations:

Violence often peaks in hours just before or after school. These times are particularly risky for young people involved in serious violence.

Support and guidance:

- Home Office Serious Violence Strategy (fuller list of risk factors)
- Home Office Criminal exploitation of children and vulnerable adults: county lines guidance
- Youth Endowment Fund (YEF) Toolkit (evidence for preventing youth violence)

Violence Reduction Units (VRUs):

- Home Office-funded VRUs operate in 20 police force areas across England and Wales with highest serious violence volumes. Schools and educational partners in these areas are encouraged to reach out to their local VRU (directly or via education Core Member) to ingrain partnership working and ensure joined-up approach to young people across the risk spectrum.
- **Police, Crime, Sentencing and Courts Act 2022:**
- This introduced a new duty on specified authorities (police, local government, youth offending teams, health, probation services) to work collaboratively to prevent and reduce serious violence. Educational authorities and youth custody authorities are under a separate duty to cooperate when asked. The partnership must consult with all institutions in their area.
- This duty does not replace existing safeguarding duties. Local partners may meet requirements through existing multi-agency structures such as multi-agency safeguarding arrangements.

Gender-Specific Safeguarding Considerations

Recognition of Gendered Patterns

Research shows abuse often manifests differently based on gender. Staff should recognise these patterns while acknowledging that abuse can affect any child regardless of gender.

Girls and Young Women:

- Higher rates of sexual harassment, assault, and sexual coercion
- Misogyny-driven abuse (dehumanising language, objectification, harassment)
- Sexual exploitation and grooming by older males

- Intimate partner abuse (often not recognised as abuse by victim)
- Honour-based abuse and forced marriage
- Image-based sexual abuse and deepfakes
- Cyber-harassment and pile-on attacks
- Pressure to engage in unwanted sexual behaviour
- Vulnerability to incel-ideology radicalisation

Boys and Young Men:

- Underreporting of sexual abuse (shame, masculinity pressures)
- Gang-related violence and exploitation
- Physical assault and bullying (often dismissed as "rough play")
- Pressure to engage in harmful behaviour or criminal activity
- Grooming by both male and female adults
- Vulnerability to CCE and county lines
- Male-to-male sexual abuse (often unreported)
- Incel ideology and misogyny-driven radicalisation
- Particular vulnerability in settings where hyper-masculinity is normalised

LGBTQ+ Young People:

- Heightened vulnerability to abuse and harassment
- Abuse often linked to sexual orientation or gender identity
- Conversion therapy attempts (abuse disguised as "treatment")
- Online harassment, hate speech, and cyberbullying
- Particular vulnerability to exploitation
- Misgendering and mistreatment as form of abuse
- Vulnerability to radicalisation exploiting identity concerns
- Pressure to hide identity creating isolation

School Response:

The school recognises that gender stereotypes can mask abuse and that abuse affects children across all gender identities. We:

- Recognise that boys and LGBTQ+ young people can be victims
- Avoid victim-blaming language that differs by gender
- Actively encourage reporting from underrepresented groups
- Challenge harmful gender norms and misogyny through curriculum and behaviour policies
- Ensure inclusive safeguarding approaches
- Train staff on gendered patterns without stereotyping
- Use language in safeguarding materials that reflects diverse identities
- Understand misogyny as a potential driver of abuse
- Monitor for incel-ideology recruitment and radicalisation

Harmful Sexual Behaviour

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

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

Age-Appropriate vs. Concerning Behaviour

Age-Appropriate Exploration:

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

Concerning but Non-Abusive Behaviour:

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

Harmful Sexual Behaviour (Abusive):

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

Indicators of Harmful Sexual Behaviour

Concerning Behaviours Requiring Intervention:

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

Abusive Behaviours Requiring Urgent Action:

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

Response Framework

Initial Considerations:

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

Assessment and Referral:

When HSB is identified:

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

Risk Assessment:

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

Support Approach:

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

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

Referral to Specialist Services:

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

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

Communication and Records

- Record all concerns about HSB in line with safeguarding procedures
- Maintain confidentiality while ensuring safety
- Communicate appropriately with parents/carers of all children involved
- Differentiate between fact, observation, and interpretation
- Ensure records are secure and accessible only to those with need to know

SECTION 7: CONTEXTUAL SAFEGUARDING

Definition and Principles

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

Key principles:

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

Contexts Where Extra-Familial Abuse Occurs

Peer Relationships:

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

Community Settings:

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

Online Contexts:

- Peer-to-peer abuse via social media
- Online grooming by known and unknown adults
- Cyberbullying and harassment campaigns
- Online sexual exploitation and coercion
- Radicalisation via online communities

Institutional Settings:

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

School's Contextual Safeguarding Role

Mapping and Assessment:

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

Information Sharing and Partnership Working:

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

Intervention and Prevention:

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

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

Reporting Extra-Familial Harm

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

SECTION 8: TECHNOLOGY-FACILITATED ABUSE

Understanding Technology-Facilitated Abuse

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

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

Types of Technology-Facilitated Abuse

Deepfakes and Synthetic Media:

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

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

Image-Based Sexual Abuse (IBSA):

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

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

AI-Generated Child Sexual Abuse Material (CSAM):

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

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

Online Recruitment and Grooming:

- Social media, gaming platforms, encrypted apps used to contact and groom children

- Development of trust and normalisation of abuse discussion
- Escalation to meeting in person or sending intimate images
- Often involves adults but can involve other young people

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

Live-Streaming Abuse:

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

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

Online Extortion (Sextortion):

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

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

Online Harassment and Cyberbullying:

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

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

Harmful Social Media Trends and Challenges:

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

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

School's Online Safety Arrangements

The school:

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

Staff Guidance on Technology-Facilitated Abuse

Indicators a Child May Be Experiencing Technology-Facilitated Abuse:

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

If You Suspect Technology-Facilitated Abuse:

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

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

Staff Training

All staff receive training on:

- Recognition of signs of technology-facilitated abuse

- Reporting procedures
- Age-appropriate safety education
- Understanding emerging online harms
- Supporting affected pupils

SECTION 9: RESPONDING TO CONCERNS

General Principles

Staff working with children should maintain an attitude of "it could happen here" where safeguarding is concerned. When concerned about a child's welfare, staff should always act in the best interests of the child.

Responding to a Disclosure

If a child reports they are being abused, exploited, or neglected:

Staff should:

1. Listen to them
2. Take their allegation seriously
3. Reassure them that action will be taken to keep them safe
4. Allow them to speak freely, listening carefully and uncritically
5. Use a neutral translator if necessary
6. Remain calm and collected
7. Give reassuring nods or words of comfort
8. Reassure that they are right to tell ("I'm sorry this happened," "I want to help," "This isn't your fault," "You're doing the right thing")
9. Not be afraid of silences
10. Consider their body language and messages it may send
11. Under no circumstances ask investigative questions (e.g., how many times, whether it happened to siblings, what parents think)
12. Tell the pupil that to keep them safe, the member of staff must pass information on
13. Not automatically offer physical touch as comfort
14. Avoid admonishing for not disclosing earlier
15. Tell the pupil what will happen next
16. If pupil agrees to see DSL, staff member should inform DSL the child will be coming

Staff must NOT:

- Promise confidentiality
- Ask investigative or leading questions
- Investigate themselves
- Share with colleagues except DSL
- Delay reporting

After the conversation:

- Report the disclosure to the DSL before end of school day or within 24 hours at the latest
- Complete a written factual account record using the child's own words, differentiating clearly between fact, opinion, interpretation, and observation
- Ensure handwritten notes made immediately after are attached
- Seek support if distressed

Reporting Safeguarding Concerns

All staff should report immediately:

1. Suspicion that child is injured, marked, or bruised unexpectedly
2. Explanation that appears inconsistent or suspicious
3. Behaviours giving rise to suspicion child has suffered harm
4. Concerns regarding inadequate care, ill-treatment, or emotional maltreatment
5. Concerns child is presenting signs/symptoms of abuse or neglect
6. Significant changes in presentation or non-attendance
7. Any hint or disclosure of abuse/neglect from child or any other person (including disclosures of abuse by adults outside family or by other children/young people)
8. Concerns related to self-harm
9. Concerns about person(s) who may pose risk to children
10. Discovery of FGM on girl under 18
11. Expressions of extremist ideologies suggesting vulnerability to radicalisation

Reporting procedures:

- In emergency with immediate risk: call 999
- Report to DSL before end of school day if child at risk from going home, or within 24 hours at the latest
- In absence of DSL, report to deputy or senior leader
- Do not start own investigation
- Share information on need-to-know basis only
- Record concern on the school's online platform within 24 hours
- Seek support if distressed

Direct referral:

Anyone can make a direct referral to children's social care, police, or NSPCC if:

- Situation is emergency and designated staff unavailable
- Convinced direct report is only way to ensure pupil safety

Key contact points:

- Local authority children's social care: 0300 123 6720 (office hours) / 0300 123 6722 (out of hours)
- Police (emergency): 999
- NSPCC: 0800 028 0285
- Report child abuse tool: Directs to local authority children's social care contact details
- NPCC guidance: When to call the police: guidance for schools and colleges

Decision-Making Following a Concern

When the DSL receives a concern, they will consider:

1. **Is this "risk" or "need"?** (Note: child at risk is also child in need, but what is priority/level/immediacy?)
2. **Can the level of need identified be met:**
    - In/by the school or through accessing universal services without referral to Children's Social Care?
    - By working with the child, parents, and colleagues?

3. **What resources are available to me/the school and what are their limitations?**
4. **Is the level of need such that a referral to Children's Social Care should be made for need assessment?**
5. **Is the level/likelihood of risk such that a child protection referral should be made** (i.e., child is suffering or likely to suffer significant harm)?
6. **What information is available and what is inaccessible?**
7. **Who do I/don't I need to speak to now and what do they need to know?**
8. **Where can I access appropriate advice/support?**
9. **If I'm not going to refer, what action am I going to take?**

Making a Referral to Children's Social Care

Threshold for referral:

The DSL will make a referral if they believe a pupil is suffering or at risk of suffering significant harm.

The pupil (subject to age and understanding) and parents will be told that a referral is being made, unless to do so would increase risk to the child.

In making this decision, the DSL considers the Safeguarding Partners' threshold document and framework for action.

What local authority will assess:

Within one working day of referral, a local authority social worker should acknowledge receipt to the referrer and make a decision about next steps and response type. This will include determining:

1. Whether child requires immediate protection and urgent action
2. What services are required by child and family
3. Whether child is in need and should be assessed under section 17, Children Act 1989
4. Whether there is reasonable cause to suspect significant harm requiring enquiries under section 47, Children Act 1989
5. Whether further specialist assessments are required

Referral follow-up:

The referrer should follow up if information is not forthcoming. If after referral the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and the child's situation improves.

If statutory assessment is carried out:

Staff should do everything they can to support that assessment, supported by the DSL as required.

SECTION 10: RECORD KEEPING

Child Protection Files

A child protection file should be started as soon as the school is aware of any safeguarding concerns about a child.

Files may arise from:

- Staff raising welfare concerns (recorded in writing using safeguarding concern form Part 1)
- Child making a disclosure (recorded using Parts 1 and 2 of safeguarding concern form)
- Information passed from previous school
- Alert from another agency (police, health, social care)

Contents of child protection file:

- Front sheet recording child's name, DOB, address, and family information
- Detailed chronology, regularly updated and at front of file
- All concerns raised by staff
- All safeguarding/concern reports, notes, and correspondence
- Copies of referrals
- Child protection information from previous schools/agencies
- Notes/minutes of conferences
- Records of information removal

Additional cross-referencing:

- Files cross-reference other relevant school records (CAF/EHA, early support, SEN)
- Individual sibling files are kept separately with cross-referencing
- Relevant, redacted information is copied to each sibling's file

If more than one file exists:

- This is indicated on each file
- Files are numbered and dated (e.g., January 2025, Vol. 1 of 3)

If information is removed:

- A record should be made indicating reason for removal, where information has gone, when it was removed, and who removed it
- DSL is notified

Storage and security:

- Files kept together in secure place
- Filing system accessed via DSL
- Electronic information password-protected
- Only made available to relevant individuals
- Information kept confidential and stored securely
- Information NOT stored on portable devices without secure encryption

- Every effort made to prevent unauthorised access

Data Protection Compliance:

Information is stored and handled in line with data protection laws so that it is:

- Processed for limited purposes
- Adequate, relevant, and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with data subject's rights
- Secure

Record Transfer

When a child leaves the school, relevant child protection information should be forwarded to the new establishment quickly.

Process:

- Information shared between DSLs/head teachers
- As soon as possible and within 5 days of departure
- Where feasible, designated leads should meet and share information, with copies of relevant documentation provided
- Alternatively, telephone discussions followed by appropriate summaries, chronologies, and copies of key records
- **ORIGINAL documentation** should be provided to the new school
- Record of transfer should be completed and attached to file
- Secure transit ensured
- Confirmation of receipt obtained

Where destination school is unknown or child is from traveller/migrant/Romany family:

- Former school DSL contacts children's social care for advice

Access to Child Protection Files

The safety and welfare of a child must always be considered when deciding whether to share confidential information.

Principle:

- Access is on a need-to-know basis
- Decided on case-by-case basis
- Child and family confidentiality respected as far as possible
- Welfare of child is paramount

Generally:

- Closer the day-to-day contact with child, more likely the need to know outline of case
- Information recipient believes it will be treated securely
- Recipient will be under duty to treat securely

Subject Access:

- Child with CP file has right to access personal record (subject access under DPA 2018)
- Parents with parental responsibility may exercise right if child unable to act
- Generally, child aged 13+ expected to be mature enough to request independently or provide permission

External Bodies:

In majority of cases, schools share personal information using lawful basis of public task (personal data) and substantial public interest (special category data).

There may be circumstances where child/family's consent should be sought. If withheld, this must be recorded, including reason.

Exceptions (where consent is not required):

- Seeking consent could increase risk of harm
- Could undermine prevention, detection, or prosecution of serious crime
- Could interfere with investigation

Sharing with external agencies:

- Remove names of other children unless consent obtained
- Remove all identifying information
- Child protection information should not ordinarily be shared with non-statutory agencies (e.g., solicitors)
- If police requests information, ensure officers provide data request form showing information requested, who it relates to, why, and exemption relied upon
- Retain copy of form securely

Conversations between designated personnel:

- Perfectly acceptable under lawful bases of public task and substantial public interest
- Consent may be appropriate where possible
- Any relevant CP information coming to light should be carefully logged

Retention and Disposal of Records

Retention:

According to Records Management Society Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded.

Note: Child protection records held by local authority child social care will be retained much longer.

Record of Destruction:

Data Protection Act requires schools/bodies keeping information to maintain list of destroyed records. Staff should record:

- File reference/unique identifier
- File title/brief description
- Number of files and date range
- Name of authorising officer
- Date action taken

This must be kept in establishment record of destruction form.

SECTION 11: ALLEGATIONS AGAINST STAFF

Overview

KCSIE (2026) defines two types of allegations that may be made against staff or volunteers:

1. **Allegations that may meet the harm threshold**
2. **Allegations/concerns that do not meet the harm threshold** (low-level concerns)

Clear processes are in place for managing both types.

Allegations Meeting the Harm Threshold

If anyone makes an allegation that any staff member (including supply staff, volunteers, or governors) may have:

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

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

Process:

1. Report to head teacher (if allegation about head teacher, report to chair of governors; if allegation about head teacher who is sole proprietor of independent school or conflict of interest exists, report directly to LADO)
2. Complete "Safeguarding Concerns Form—Allegations against Staff"
3. Head teacher (or chair of governors) discusses with LADO
4. Head teacher acts as case manager (if allegation about head teacher, chair of governors is case manager)
5. Complete risk assessment if harm threshold may be met
6. Parents/carers of involved children told as soon as possible (subject to strategy discussions with social care/police regarding what information can be disclosed)
7. Maintain confidentiality; breach of s141F Education Act 2011 can result in prosecution
8. Ensure fair, quick, consistent case management; staff have right to be kept informed
9. Suspension is not mandatory or automatic but may be necessary where appropriate to ensure child protection
10. Staff receive right to fair, quick, consistent treatment

Investigation and Outcomes:

- Police/social care may investigate
- School may conduct disciplinary investigation

- Possible outcomes include disciplinary action, dismissal, criminal conviction, or finding of safeguarding allegation
- Where person is dismissed or leaves prior to investigation end due to risk/harm to child, school may refer to DBS and/or TRA

Risk Assessment:

Case manager completes risk assessment (Appendix 7b) where allegation may meet harm threshold. Risk assessment held in secure case file and copy placed on employee's personnel file.

Risk assessment timing depends on circumstances; normally after initial fact find and LADO discussion. May be updated as investigation progresses or outcome agreed.

DBS/TRA Referral:

School may refer to DBS if any member of staff is disciplined, dismissed, or leaves prior to investigation end for causing emotional, psychological, physical, or sexual harm, neglect, or risk of harm.

School may refer to TRA if teaching staff is disciplined, dismissed, or leaves prior to investigation end for same reasons.

Supply Staff:

If allegation made against supply worker, the agency must be informed. Allegations investigated in line with procedure for directly employed staff. Findings should be passed to agency for consideration of further action. It is not acceptable to simply end assignment.

Low-Level Concerns

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

Definition:

A low-level concern is any concern about an adult's behaviour towards or concerning a child that does not meet the harm threshold and is not serious enough to merit referral at the time of reporting. Low-level concerns refer to behaviour that is considered inappropriate in line with statutory safeguarding advice.

Examples (not exhaustive):

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

Spectrum of behaviour:

Can exist on wide spectrum from inadvertent or thoughtless, through to behaviour that may look inappropriate but might not be in specific circumstances, through to behaviour ultimately intended to enable abuse.

Creating culture of openness:

School recognises importance of creating culture of openness and transparency where any concern, no matter how small, is shared and dealt with appropriately. This supports identifying and addressing emerging or inappropriate behaviour early, minimising abuse risk, and reinforcing clear professional boundaries.

Reporting:

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

If concern is about head teacher, chair of governors will support staff member to complete the form.

Staff encouraged to self-report if they recognise own behaviour may be seen as low-level concern.

Response:

Where report identified as low-level concern, timely, proportionate action taken to discuss and address with person concerned to correct issue early.

Actions should be recorded on form.

Escalation:

If at any stage case manager assesses that harm threshold may be met, they will follow process for allegations meeting harm threshold.

Record Keeping—Low-Level Concerns:

- Head teacher keeps written record by retaining copy of form
- Head teacher completes low-level concerns spreadsheet, summarising nature and action taken
- Record clearly identified as low-level concern to avoid confusion
- If concern relates to head teacher, governors retain copy and complete spreadsheet
- Records NOT referred to in employer references unless form part of substantiated allegation
- Records NOT held on personnel file
- Held in separate secure file
- Head teacher regularly reviews all low-level concerns to identify emerging patterns or identify weaknesses in school culture requiring policy revision or additional training

Retention:

Low-level concern records retained at least until individual leaves employment.

Record Keeping- Allegations Against Staff

All records kept together in secure place. Filing system accessed via designated safeguarding lead. Electronic information password-protected and only made available to relevant individuals.

For allegations meeting harm threshold:

Documentation retained in secure case file. Also held on individual's personnel file (unless allegation found to be malicious or false, in which case should not be included).

May include:

- Copy of Safeguarding Concerns—Allegations against staff form
- Copy of Safeguarding Risk Assessment—Allegations against staff form
- Summary on Safeguarding Concerns Spreadsheet
- LADO referral form
- Suspension letter
- Disciplinary investigation report
- Disciplinary outcome letter and appeal documents
- DBS and/or TRA referral documents and outcome notifications

Documents placed on personnel file in sealed envelope marked "Confidential."

Secure file location restricted to head teacher and DSL access.

Records containing information about sexual abuse allegations for Independent Inquiry into Child Sexual Abuse (IICSA) preserved for inquiry term.

All other records retained at least until accused reaches normal pension age or 10 years from allegation date if longer.

For low-level concerns:

Retained in secure case file. NOT held on personnel file or referred to in references.

Copy of form retained; concern recorded on spreadsheet.

Same retention requirements as allegations meeting harm threshold.

Records retained at least until individual leaves employment.

SECTION 12: SAFER RECRUITMENT

The school adheres to guidance in KCSIE 2026 Part 3, which states:

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

Recruitment Principles

The school has a robust process and policy for recruitment and selection that:

- Highlights commitment to safer recruitment
- Adopts procedures helping to deter, reject, or identify unsuitable people
- Complies with Childcare (Disqualification) Regulations 2009 and Childcare Act 2006
- Ensures full recruitment records are available for all staff and volunteers
- Ensures one member of every selection panel has completed safer recruitment training
- Ensures head teacher plus two SLT members have refresher training every 3 years
- Ensures child protection is taken into account in selection processes
- Ensures child protection questions are asked at interview
- Ensures appropriate vetting

Regulated Activity and the Volunteer Supervision Exemption

- Sector guidance published alongside KCSIE 2026 indicates that the “supervision exemption” previously available for certain volunteers has been removed, meaning more volunteers who teach, train, instruct or supervise children on a regular basis will now fall within regulated activity and require an enhanced DBS check with barred list information, rather than an enhanced check alone.

Pre-Appointment Checks

The school ensures:

- Full employment history with reasons for absences
- Right to work in UK verified
- Identity checks in line with DBS Identification Checking Guidelines
- DBS checks at appropriate level
- References taken up and satisfactory
- Medical fitness for role
- Prohibition checks where appropriate
- Disqualification checks under Childcare Act 2006
- Previous employment in schools/colleges verified
- Teaching records checks (for teachers from overseas)
- EEA teacher checks (where applicable)

Supply Staff

Supply staff undergo same safer recruitment checks as directly employed staff. Supply agencies provide confirmation of checks carried out.

SECTION 13: SAFE WORKING PRACTICES

All staff are expected to maintain high standards of professional behaviour and conduct consistent with this policy and the Staff Code of Conduct.

Propriety and Behaviour

All staff must:

- Set high expectations and challenging targets
- Promote fundamental British values
- Ensure highest standards of behaviour
- Challenge inappropriate pupil activities
- Refrain from making inappropriate remarks (including innuendoes) to or about pupils
- Avoid discussing personal relationships with pupils
- Avoid discussing pupil personal relationships in inappropriate settings
- Avoid making unprofessional personal comments which scapegoat, demean, or humiliate
- Understand that sexual activity between person 18+ and pupil under 18 is a criminal offence, even if consensual (Sexual Offences Act 2003)
- Understand that such activity may result in criminal prosecution and barring from working with children

Dress and Appearance

All staff must wear clothing that:

- Promotes positive and professional image
- Is appropriate to their role
- Is not likely to be viewed as offensive, revealing, or provocative
- Does not distract or give rise to misunderstanding
- Is absent of political or contentious slogans
- Is not considered discriminatory

Rewards and Gifts

All staff abide by school Gifts and Hospitality Policy regarding when and how rewards and gifts may or may not be used/accepted.

Infatuations

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

Photography, Videos, and Creative Arts

All staff must:

- Not photograph injuries, bruising, or similar following disclosure of abuse
- Not make audio recordings of child disclosures

- Not make visual recordings of pupils without prior consent of senior leader
- Seek parental consent for photographs/videos
- Seek pupil consent for image use after age 13 (Data Protection guidance)
- Ensure appropriate storage and distribution
- Ensure all images available for scrutiny for acceptability
- Be able to justify images/recordings in their possession
- Avoid one-to-one photography/recording situations
- Never take photographs using personal mobile phones
- Refrain from making personal recordings without consent

Social Contact

All staff must:

- Gain approval of senior leader in advance of any planned social contact with pupils or parents
- Advise senior leader of any unplanned social contact with pupils which might cause concern
- Report and record any situation which might compromise school or professional standing
- Refrain from sending personal communication to pupils (letters, cards) unless agreed with senior leader

Communication Using Technology

All staff must refrain from:

- Passing personal contact details to pupils (email, home phone, mobile phone numbers)
- Communications with pupils that may be construed as grooming
- Making visual recordings without prior senior leader consent
- Using personal equipment to communicate with pupils

For coursework/homework exchange only:

- Staff may exchange school email addresses with pupils
- Any correspondence must be cautious and perfunctory to avoid misinterpretation

Physical Contact

All staff must:

- Refrain from touching pupils in ways which may be considered indecent or for gratification
- Avoid gratuitous or unnecessary physical contact (horseplay, tickling, stroking head)
- Be prepared to explain actions and accept scrutiny
- Encourage pupil independence in self-care tasks
- Avoid physical contact as reward (hugs, back pats)
- Ensure physical contact is never secretive
- Avoid using physical touch as comfort without explicit consent

Behaviour Management and Physical Restraint

All staff must:

- Try to defuse situations before escalation

- Ensure all rewards and sanctions are within school Behaviour Policy
- Ensure parents are informed of sanctions
- Avoid sarcasm or demeaning/insensitive comments

Physical intervention:

School staff may use "reasonable force" where necessary to control or restrain a pupil. The decision on whether to physically intervene depends on individual circumstances and professional judgment. If alternative methods of control are possible, these should be used first. If physical contact is necessary, "reasonable" means using no more force than needed.

Circumstances where reasonable force may be used:

- Remove disruptive children from classroom who refuse to follow instructions
- Prevent pupils behaving disruptively at school events or trips
- Prevent pupils leaving classroom where doing so would risk safety or disrupt others
- Prevent pupils attacking staff or other pupils or stopping fights
- Restrain pupils at risk of harming themselves through physical outbursts

Important:

- Force should NEVER be used as punishment
- Full guidance in school Positive Handling Policy
- Staff with SEND pupils must receive appropriate training
- Risks must be carefully considered

One-to-One Situations

All staff should:

- Avoid meeting with pupils in remote, secluded areas
- Ensure visual access and/or open doors in one-to-one situations
- Inform other staff of meetings beforehand, assessing need for others to be present or nearby
- Avoid situations resulting in appearance of secrecy
- Always report situations where child becomes distressed or angry to senior leader

Intimate Care

Some pupils may require intimate care (support with toileting, removing soiled clothing).

Staff should:

- Complete appropriate training
- Take account of Supporting Pupils with Medical Conditions Policy
- Adhere to care plan agreed with parents
- Encourage independence
- Ensure another staff member is close by if intimate care required
- Record any instances of intimate care
- Justify need for any variations from care plan
- Share need for intimate care with parents if irregular/unexpected

Toileting, Showering, and Changing

General principles:

- Shower facilities for boys and girls should be separate, clean, well-maintained
- Suitable toilet and washing facilities provided for sole pupil use
- Separate toilet facilities for boys and girls aged 8+ (except single-occupancy facilities)
- Separate changing accommodation and showers for aged 11+ at PE
- Disabled pupils may use separate facilities (also available to other pupils)
- As far as possible, staff supervise/assist pupils of same gender
- Designated single-sex changing rooms/areas should be used; if not possible, furniture/screens should provide discrete areas

All staff must:

- Avoid physical contact when children undressed
- Avoid visually intrusive behaviour
- Announce intention of entering changing rooms
- Avoid remaining in room unless necessary (based on age/development)
- Account for different religions, beliefs, and cultural backgrounds

Staff assisting pupils:

- Take account of intimate care policy
- Encourage independence; verbal help before physical assistance
- Provide assistance openly, not out of sight

Staff must NOT:

- Change in same place as children
- Shower with children

Gender-Questioning Pupils

Edenfield Girls' High School is a single-sex school. Where a pupil is questioning her gender identity and does not wish to use school toilet or changing facilities, the DSL or a senior leader will consider, on a case-by-case basis, whether an alternative arrangement — for example, a self-contained, lockable individual facility — can be provided without compromising the privacy, dignity or safety of the pupil concerned or of other pupils. Any such arrangement will be recorded, communicated appropriately to relevant staff, and reviewed regularly, involving parents in line with KCSIE 2026 save where doing so would place the child at risk of harm.

Visual Access to Classrooms

All staff must ensure visual access and/or open doors to classrooms. Where staff need to temporarily cover visual access, they must:

- Be able to justify this on child protection grounds

- Ensure a second staff member is in classroom at the time

Administration of Medication

Staff dispensing medication must:

- Take account of Supporting Pupils with Medical Conditions Policy
- Be authorised to dispense medication
- Ensure parental consent secured and recorded
- Store all medicines in locked cupboard or refrigerated in non-pupil-accessible area
- Record storage, dispensing, and disposal
- Not force pupils to take medicine if they refuse (inform parents immediately; call emergency services if needed)
- Ensure personal medication stored securely in locked area

Transporting Pupils in Staff Cars

Pupils should only be transported in staff cars as last resort when alternative transport unavailable and only when pupil is not distressed. Normally this means taking pupils home only; trips should not be planned using staff vehicles.

When transporting:

- Secure consent of senior leader on each occasion
- Have at least one additional adult as escort (besides driver)
- School should obtain consent from parents
- Ensure car is roadworthy
- Pupil should sit at back
- Instruct pupil to wear seatbelt

SECTION 14: TRAINING AND INDUCTION

All Staff

All staff must:

- All staff must read Part One of KCSIE 2026 in full at induction. This applies to every member of staff — including those who do not work directly with children — since KCSIE 2026 has withdrawn Annex A and there is no longer a shortened reading route. A single reading record should be kept for all staff, rather than separate records for a 'full' and 'condensed' group.
- Complete annual safeguarding and child protection training
- Receive Prevent training
- Receive induction covering safeguarding systems, policies, and procedures
- Understand their role in early help
- Be aware of signs of abuse, neglect, and vulnerability to radicalisation
- Know processes for reporting concerns and referring to children's social care

Induction should include:

- Awareness of school systems and structures supporting pupil wellbeing (including online safety)
- Adequate training on safeguarding issues and policy including Safeguarding and CP Policy, Staff Code of Conduct, Behaviour Policy, Social Media Policy, and safeguarding response for children missing education
- Introduction to DSLs
- Awareness of early help process
- Awareness of reporting concern processes

All staff sign confirmation they have received documents and will adhere to protocols.

Designated Safeguarding Lead DSL must:

- Undertake training providing knowledge and skills for the role
- Update training at least every two years
- Undertake Prevent awareness training
- Understand assessment processes for early help and statutory intervention
- Have working knowledge of child protection conferences and be able to attend/contribute
- Be alert to specific needs of children in need, SEND, relevant health conditions, and young carers
- Understand importance of information sharing and data protection
- Understand and support school regarding Prevent duty
- Understand unique risks of online safety and capability for SEND and online safety
- Encourage culture of listening to children
- Refresh knowledge regularly (e-bulletins, DSL meetings, reading) at least annually
- DSL training and update briefings should specifically cover the KCSIE 2026 changes: the withdrawal of Annex A, the expanded DSL cover-arrangement expectations, the annual filtering and monitoring review duty, generative AI and online-generated imagery, mobile phone-free expectations, and the gender-questioning children provisions.

Deputy Designated Safeguarding Leads

Deputies are trained to the same standard as the DSL. Ultimate lead responsibility remains with DSL and should not be delegated.

Governors: All governors receive appropriate child protection and safeguarding training, updated regularly.

Supply Staff and Visitors: Supply staff and other visitors are given the school's visitor guide outlining core safeguarding measures on arrival.

SECTION 15: VULNERABLE GROUPS

Children Who Are Looked After

The most common reason for children becoming looked after is abuse and/or neglect. The school ensures staff have skills, knowledge, and understanding to keep looked after children safe.

The school appoints a designated teacher for looked after children who:

- Takes lead responsibility for looked after children
- Ensures personal, emotional, and academic needs are prioritised
- Provides strategic leadership
- Acts as central point of contact
- Works with local authorities and virtual school heads to promote education
- Ensures whole-school culture where personalised learning needs matter
- Takes lead responsibility for educational impact awareness
- Develops and implements personal education plans
- Ensures safeguarding concerns are quickly and effectively responded to
- Liaises with SENDCO regarding SEND needs
- Responds appropriately to disclosures and wellbeing concerns
- Keeps detailed, accurate, secure records
- Monitors at-risk LAC providing support and ensuring welfare
- Contributes to policy and procedure development
- Fosters inclusive culture where LAC discuss progress, are involved in targets, have views taken seriously
- Works closely with others to assess educational needs and ensure PEPs created promptly
- Discusses with pupil best way to make progress
- Reviews PEPs before statutory review
- Works directly with LAC, carers, parents, guardians to promote home-school links
- Works with services internally/externally (intervention workers, LACES, VSHs, police)

Previously looked after children remain vulnerable. The school takes prompt action on concerns and recognises this as a particularly vulnerable group.

Children with Special Educational Needs and Disabilities

Children with SEND can face additional safeguarding challenges:

- Assumptions that behaviour/mood/injury indicators relate to disability without exploration
- Increased peer isolation vulnerability
- Disproportionate impact from bullying (including online)
- Communication barriers and difficulties overcoming these

The school:

- Considers extra pastoral support for children with SEND
- Carefully considers risks when using restraint or isolation
- Uses planning of positive, proactive behaviour support to reduce risky behaviour and need for restraint

Children missing from education

Definition

CME are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

CME includes children who:

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school

The school will:

As a child going missing from education is a potential indicator of abuse or neglect,

- The school will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future. The **Pupils Who Go Missing During the School Day Standard Operating Procedure** must be used.

- The school will inform the local authority of any pupils who are failing to attend school regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. The school will record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). The school will inform the local authority of the pupil's destination school and home address.

- The school will inform the local authority of any pupil who fails to attend school, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- The school will work collaboratively with the local authority to make reasonable enquiries about
  - a pupil's whereabouts where there is a continuous absence after a grant of leave.

- The school will inform the local authority when registering new pupils within five days, including
  - the pupil's address and previous school (where this can reasonably be obtained).

- The school will cooperate with the local authority on the provision of the above information for pupils leaving or joining the school at standard transition points.

Young Carers

The school recognises young carers as a group who may benefit from early help and additional pastoral support. Staff should be alert to signs that a pupil may be undertaking a caring role at home — for example, patterns of lateness, tiredness, incomplete homework, or anxiety about being contacted during the school day — and should discuss any concerns with the DSL, who will consider whether a referral for young carer support services is appropriate.

Gender-Questioning Children

Gender-questioning children are recognised as a group who may need additional pastoral sensitivity. The school's approach to toilets, changing facilities and single-sex sport for gender-questioning pupils is set out in Section 13. In most cases, the school expects to involve parents when responding to a request to support any degree of social transition, in line with KCSIE 2026 and the Department's separate guidance on gender-questioning children, save where doing so would place the child at risk of harm. Any decision in this area should be made by the DSL or a senior leader in consultation with parents wherever safe and appropriate to do so, taking full account of the child's wishes and feelings.

SECTION 16: ONLINE SAFETY

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. In many cases, abuse takes place concurrently both online and offline. Children can abuse other children online through abusive/harassing/misogynistic/misandrist messages, non-consensual sharing of indecent images, and sharing of abusive images/pornography.

The School's Online Safety Arrangements The school:

- Carries out annual online safety review ensuring curriculum and supportive interventions reflect risks pupils face
- Ensures appropriate web-filtering and monitoring in place (age-appropriate, including community language monitoring)
- Ensures security software installed on all PCs, laptops, and network
- Prevents access to social networking sites through security software
- Installs and renews anti-viral software
- Monitors internet use to ensure effective safeguarding
- Places network access points in safe, adequately monitored areas
- Secures wireless access points with administrative passwords
- Prohibits cameras and mobile phones in toilet areas
- Implements systems to protect children from terrorist and extremist material
- Includes e-safety teaching in curriculum
- Ensures pupils understand how to stay safe online
- Has appropriate filters and monitoring to safeguard from potentially harmful online material

Guidance for Staff

Staff must report indecent images found on computers to senior leader immediately.

Staff and volunteers must not use personal mobile phones or cameras to photograph/record children. Pupils must not use personal phones/cameras during session times to photograph/record children.

School digital cameras/memory cards must not leave school unless on official trips. Images must be printed/uploaded in school and immediately removed from camera memory.

Online Abuse

Online abuse includes any type of abuse on the internet across devices connected to the web (social media, text messages, emails, online chats, gaming, live-streaming).

Children can experience online abuse from people they know or strangers. It might be part of offline abuse or only happen online.

Signs of online abuse:

- Spending unusually more or less time online/texting/gaming/on social media
- Appearing distant, upset, or angry after internet/texting
- Being secretive about online communications
- Having multiple new phone numbers, texts, or email addresses

The Four Cs of Online Risk

The school's approach to online safety is organised around four categories of risk, as set out in KCSIE 2026:

- **Content:** exposure to illegal, inappropriate or harmful material — for example pornography, racism, misogyny, self-harm and suicide content, extremism, misinformation, disinformation and conspiracy theories.
- **Contact:** harmful online interaction with other users, or with generative AI applications that simulate such interaction — for example grooming, or an adult posing as a child or young person.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm — for example making, sending or receiving explicit images (including AI-generated images) and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams.

Filtering and Monitoring — Annual Review

Mr Waqas Tahir, a member of the senior leadership team, has lead responsibility for the school's filtering and monitoring provision, working with the DSL and IT support. The effectiveness of this provision is reviewed at least once every academic year. This review includes:

- checks that filtering is working appropriately on all internet-connected devices, in all relevant locations across the school;
- a record of when checks were carried out, which devices and environments were tested, any issues identified, and the action taken to address them;
- confirmation that the leadership team and relevant staff understand the systems in place, know how to escalate concerns, and manage the provision effectively; and
- consideration of the number and age range of pupils, those potentially at greater risk of harm, how often pupils access the school's IT systems, and the proportionality of cost against safeguarding risk.

The appropriateness of the school's filtering and monitoring arrangements will also be informed by the DfE's filtering and monitoring standards and by the risk assessment required under the Prevent duty.

Generative Artificial Intelligence

- The school recognises that generative AI tools present both opportunities and safeguarding risks, including the potential for AI-generated or altered sexual imagery ("deepfakes") of pupils, and the risk of children forming harmful patterns of interaction with AI chatbots or companion applications.
- Any incident involving AI-generated or AI-altered imagery of a child is treated with the same seriousness as any other image-based safeguarding concern and referred to the DSL immediately, following the procedure at Section 6 (Sharing Nudes and Semi-Nudes).

- Staff and pupil use of generative AI tools within school is governed by the school's ICT Acceptable Use Policy, which should be read alongside the DfE's guidance on generative artificial intelligence in education and Generative AI: product safety expectations.

Cyber Security

Protecting personal information and maintaining appropriate cyber security systems is treated as part of the school's wider safeguarding responsibilities. The school has regard to the Cyber security standards for schools and colleges when reviewing its IT systems and data security arrangements.

SECTION 17: MENTAL HEALTH AND WELLBEING

The school recognises that mental health problems can indicate a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where children have suffered abuse, neglect, or other trauma, this can have lasting impacts throughout childhood, adolescence, and into adulthood.

It is key that staff understand how these experiences impact mental health, behaviour, attendance, and progress.

The school:

- Provides broad, balanced curriculum promoting spiritual, moral, cultural, mental, and physical development
- Includes PSHE, Citizenship, and RSHE activities equipping pupils with skills to stay safe
- Has appropriate mental health support and referral routes
- Takes a trauma-informed approach recognising lasting impacts of adversity
- Provides access to mental health support teams where available
- Has senior mental health leads who can be consulted
- Links mental health concerns to safeguarding where appropriate

Resources:

- Mental health and behaviour in schools (DfE guidance)
- Public Health England materials (branding unchanged though agency replaced)
- Every Mind Matters: links to materials and lesson plans

Self-Harm and Suicidal Ideation All staff are expected to:

- Listen to pupils experiencing emotional distress in calm, non-judgmental way
- Report self-harm incidents to DSL immediately
- Not make promises assuring confidentiality
- Reassure pupil that help will be obtained
- Guide pupil towards wanting to make positive changes
- Promote problem-solving and non-harmful coping strategies
- Provide accurate information about self-harm
- Be aware of health and safety issues (first aid)
- Seek medical advice or emergency assistance where required

DSL will:

- Keep accurate records of self-harm and concerns
- Follow up medical emergencies or referrals
- Liaise with local services about available help
- Keep updated information about self-harm
- Liaise with wider safeguarding and pastoral team
- Contact parents at appropriate times
- Inform about appropriate help and support available
- Monitor pupil progress
- Know when to seek help for their own feelings and distress

SECTION 18: EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to teenage years.

Children Who May Benefit from Early Help

Any child may benefit, but staff should be particularly alert for:

- Disabled children or those with certain health conditions with specific additional needs
- Children with special educational needs (whether or not with statutory EHCP)
- Children with mental health needs
- Young carers
- Children showing signs of being drawn into anti-social or criminal behaviour (gang involvement, organised crime, county lines)
- Children showing signs of harmful sexual behaviours
- Children frequently missing/persistently absent from education, home, or care
- Children who have experienced multiple suspensions or are at risk of permanent exclusion
- Children at risk of modern slavery, trafficking, sexual or criminal exploitation
- Children at risk of being radicalised or exploited
- Children with parent/carer in custody or affected by parental offending
- Children in family circumstances presenting challenges (drug/alcohol misuse, adult mental health, domestic abuse)
- Children misusing drugs or alcohol themselves
- Children who have returned home from care
- Children at risk of honour-based abuse (FGM, forced marriage)
- Privately fostered children
- Children persistently absent from education

Early Help Assessment

Where early help is appropriate, the DSL generally leads liaison with other agencies and setting up inter-agency assessment. Staff may be required to support other agencies and professionals, in some cases acting as lead practitioner.

Further guidance in Working Together to Safeguard Children.

Cases should be kept under constant review. If child's situation does not improve or is getting worse, consideration should be given to referral to local authority children's social care for statutory services.

SECTION 19: INFORMATION SHARING AND CONFIDENTIALITY

Confidentiality

All staff are expected to:

- Treat information about pupils as discrete and confidential
- Seek advice from senior staff if in doubt about sharing information
- Be cautious about passing information to others

Important principle: Staff should never promise a child that they will not tell anyone about abuse, as this may ultimately not be in the child's best interests.

Data Protection and Information Sharing

Data Protection Laws do not prevent sharing information for keeping children safe and promoting welfare. Information can be shared without consent if not doing so would place child at risk***. A further statutory guidance on information sharing is expected and that this policy will be updated once it is published.***

If in doubt about sharing information, staff should speak to DSL. Fears about sharing information must not stand in the way of safeguarding children.

School leaders ensure all staff needing to share "special category personal data" understand that data protection laws contain "safeguarding of children and individuals at risk" as processing condition.

Seven golden rules for sharing information:

- Be clear about the purpose of sharing
- Share only what is necessary
- Be sure of accuracy of information
- Keep records of what has been shared and why
- Be aware of rights and restrictions
- Understand and respect confidentiality principles
- Check consent is not needed (or has been given)

See: Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers

SECTION 20: CONCERNS ABOUT SAFEGUARDING PRACTICES

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding provision and know such concerns will be taken seriously by the senior leadership team.

Process:

1. Raise concerns with school management team
2. Where staff feel unable to raise with school or concerns not addressed, follow school Whistleblowing Policy
3. Alternative routes: NSPCC Whistleblowing Advice Line (0800 028 0285) or help@nspcc.org.uk

SECTION 21: EXTERNAL SPEAKERS AND CHARITIES

External speakers and charities are vetted to ensure pupils are not exposed to inappropriate political or controversial messages. All charitable activity is free from harm and consistent with school values and policies.

Vetting and due diligence procedures are in place to assess suitability and gather necessary information.

SECTION 22: USE OF MOBILE PHONES AND CAMERAS

Photography and Video Recording

On admission, parents are asked to sign consent for photographs/videos to be taken for:

- Promoting the school
- Internal documents (staff newsletters)
- School intranet sites and websites
- Social media sites
- Media articles

Consent is valid for full academic life of child unless circumstances change. Photographs/videos can be used for four years after capture.

Mobile Phone-Free School

In line with DfE statutory guidance on mobile phones in schools, Edenfield Girls' High School operates as a mobile phone-free environment by default.

Pupils do not have access to their personal mobile phone during the school day, including during lessons, time between lessons, breaktimes and lunchtime, other than by specific exception agreed with a senior leader (for example, for a documented medical or safeguarding need). Phones handed in at registration, kept in staff room in the designated basket.

This expectation applies from 1 September 2026. The school will communicate clearly to pupils, staff and parents how the policy operates and how it will be monitored.

For looked after children (LAC) and adopted children:

DSL liaises with social worker or carers to establish whether consent should be sought. Consideration given to whether identification would risk security.

Measures for LAC, adopted children, or those with CP concerns:

- Photographs/videos can be taken per usual procedures
- Photographs/videos for educational/official use only (not published online)
- No photographs/videos at any time or for any purpose

Staff and Pupils

- Staff and volunteers must not use personal mobile phones or cameras to photograph/record children
- Pupils must not use personal phones/cameras during session times to photograph/record children
- School digital cameras/memory cards must not leave school unless on official trips
- Images must be printed/uploaded in school and immediately removed from camera memory
- Photographs/videos may contain other children in background; guidance sought regarding those with LAC, adopted status, or CP concerns

SECTION 23: COMPLAINTS

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

SECTION 24: HEALTH AND SAFETY

The school maintains:

- Comprehensive health and safety risk assessments reviewed regularly
- Fire risk assessments for entire estate
- Emergency evacuation procedures with termly drills recorded
- Lockdown procedures with drill records retained
- Appropriate supervision rotas
- Electronic access panels and secure gates
- Staff identity badges
- Visitor sign-in/sign-out procedures with visitor badges
- Health and Safety Executive posters displayed
- First aid boxes appropriately signposted and stocked
- Accident logs maintained and up-to-date
- Fire safety and marshal training for relevant staff
- Appropriate medication storage measures
- Appropriate arrangements for movement across estate

SECTION 25: EXTENDED SCHOOL ACTIVITIES AND OFF-SITE ARRANGEMENTS

This policy applies to all extended service activities. Where activities are provided by and managed by school, the school's safeguarding policy applies.

If other organisations provide services on school site, the school checks they have appropriate procedures including safer recruitment.

When pupils attend off-site activities, the school checks that effective safeguarding arrangements are in place, including alternative provision and managed moves.

All organisations are vetted to ensure pupils are not exposed to inappropriate political or controversial messages.

Where school places pupil with alternative provision provider, school remains responsible for pupil's safeguarding. Written confirmation obtained that appropriate checks have been carried out on individuals working there.

SECTION 26: UNREGULATED PROVISIONS

Definition

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

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

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

School's Responsibilities

Identification:

The school identifies pupils attending unregulated childcare through:

- Parent/carer questionnaires on admission
- Annual safeguarding questionnaires

- Transition information from feeder settings
- Conversations with parents/carers
- Explicit questions about informal after-school care arrangements
- Enquiries about nanny, au pair, or relative care

Information Gathering:

For pupils in unregulated childcare arrangements, the school:

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

Monitoring and Support:

The school:

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

Key Questions for Parents About Unregulated Childcare:

When gathering information, ask:

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

Early Years Transition:

When receiving pupils from unregulated early years settings:

- Request relevant safeguarding information
- Clarify what checks/training providers have received

- Ask about any known safeguarding concerns
- Share school's key safeguarding policies with feeder settings
- Build relationship with setting to enable ongoing information sharing

Safeguarding Concerns in Unregulated Settings:

If abuse is suspected in an unregulated childcare setting:

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

Ofsted Reporting:

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

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

Safeguarding Principles for Unregulated Childcare

The school recognises that:

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

The school supports families by:

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

SECTION 27: SCHOOL CLOSURE SAFEGUARDING PROCEDURES

In the event of partial or full school closure:

The school will: [ref: Appendix 13]

- Ensure trained DSL available remotely or in person
- Have senior leader coordinate safeguarding on site
- DSL continues engaging with social workers
- DSL attends multi-agency meetings (remotely as needed)
- Maintain regular contact with pupils and families, including home visits where necessary
- Provide immediate remote education where required
- Develop individual remote education plans where needed
- Continue using normal referral processes for safeguarding concerns
- Follow normal attendance and absence monitoring procedures
- Maintain normal recruitment safer processes
- Continue providing safe online environments with filtering and monitoring
- Ensure staff maintain "it could happen here" attitude
- Provide risk assessments for remote learning covering safeguarding
- Ensure staff uphold code of conduct including professional language and behaviour
- Ensure pupils uphold code of conduct for online learning
- Ensure parents uphold code of conduct including not sharing learning material on social media

SECTION 28: MONITORING AND REVIEW

This policy will be reviewed annually or sooner if required. The designated safeguarding lead works with the governing body to review safeguarding arrangements, identify gaps, and implement improvements.

A safeguarding dashboard will be maintained and reported to governing body termly, including:

- Number of safeguarding concerns recorded
- Number of referrals to children's social care
- Number of children on child protection plans
- Number of children identified as in need
- Training completion rates
- Prevent risk assessment outcomes
- Low-level concern patterns
- Contextual safeguarding concerns and actions
- Technology-facilitated abuse incidents

Policy Governance Note

This policy incorporates statutory requirements from KCSIE 2026, including the withdrawal of Annex A and the requirement for all staff to read Part One in full, expanded DSL cover arrangements, the annual filtering and monitoring review duty, generative AI and cyber security considerations, mobile phone-free expectations, and the statutory provisions on

gender-questioning children, alongside the school's existing frameworks for contextual safeguarding, technology-facilitated abuse, harmful sexual behaviour, and gendered approaches to safeguarding. The policy is aligned with multi-agency safeguarding arrangements and reflects current evidence about emerging safeguarding risks."

Termly safeguarding dashboard reported to governors:

- Filtering and monitoring review outcomes and any actions arising
- Incidents involving AI-generated or AI-altered imagery

SECTION 29: RELATED SCHOOL POLICIES

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Disciplinary Policy
- Equal Opportunities Policy
- Equalities Policy
- External Speakers and Charities Policy
- First Aid SOP
- Gifts and Hospitality Policy
- Health and Safety Policy
- Home School Agreement
- ICT Acceptable Use Policy
- Induction Policy
- Off-Site Visits Policy
- Photography and Video Recording SOP
- Positive Handling Policy
- Personal, Social and Health Education Policy
- Pupil Emotional Health and Wellbeing Policy
- Recruitment and Selection Policy
- SEN Information Report, Policy and Guidance
- Relationship, Sex and Health Education Policy
- Social Media Policy
- Staff Code of Conduct Policy
- Supporting Pupils with Medical Conditions Policy
- Whistleblowing Policy

SECTION 30: STATUTORY FRAMEWORK

This policy has been developed in line with the following statutory requirements:

- Children Act 1989
- Children Act 2004
- Education Act 2002 (Section 157)
- Education (Independent Schools Standards) (England) Regulations 2003

- Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and Data (Use and Access) Act 2025
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children (current edition)
- Equality Act 2010
- Human Rights Act 1998
- Crime and Policing Act 2026Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003
- Serious Crime Act 2015
- Sexual Offences Act 2003
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Working Together to Safeguard Children (2023)

SECTION 31: APPENDICES

The following appendices support this policy and are available separately:

- **Appendix 1:** Designated LAC responsibilities
- **Appendix 2:** Safe working practices
- **Appendix 3:** Safeguarding and Prevent checklist
- **Appendix 4:** Staff declaration
- **Appendix 5:** Safeguarding CONCERN FORM
- **Appendix 6:** Allegations Against Staff Form
- **Appendix 7:** Risk Assessment- Allegations Against Staff
- **Appendix 8:** Safeguarding incident involving a member of staff and a pupil (s)
- **Appendix 9:** Child protection file - front sheet
- **Appendix 10:** Record of Child Protection File Removal
- **Appendix 11:** Child protection file - chronology of significant events
- **Appendix 12:** Child Protection File Transfer
- **Appendix 13:** Safeguarding procedures in the event of a partial or full school closure

SECTION 32: APPROVAL AND SIGNATURE

This policy has been approved by the Governing Body of Edenfield Girls' High School.

Signed by Chair of Governors:
Name: _____
Signature: _____
Date: _____

Signed by Head Teacher:
Name: _____
Signature: _____
Date: _____

Signed by Designated Safeguarding Lead:
Name: Dr. Mohammad Sayeid-Al-Jamee
Signature: _____
Date: _____

TO BE REVIEWED SOONER THAN STATED, IF:

- Changes to statutory guidance
- Changes to school circumstances
- Safeguarding incident affecting policy implementation
- Following Ofsted/ISI inspection when recommended
- Following serious case reviews
- Following amendments to relevant legislation

Appendix 1: Designated looked after children (LAC) teacher responsibilities

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

General

The designated LAC Teacher is expected to:

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

Fostering a culture of inclusivity

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

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

Personal Education Plans

The designated LAC teacher should:

- work closely with other teachers to assess pupils' educational needs and ensure personal education plans (PEPs) are created without delay
- ensure that PEPs are effective in supporting everyone to help the looked-after child to make good educational progress

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

Liaison

The designated LAC teacher should:

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

Being a source of advice for teachers

The designated LAC teacher should:

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

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

Appendix 2: Safe working practices

Propriety and behaviour

All staff are expected to:

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

All staff are expected to refrain from:

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

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

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

Dress and appearance

All staff are expected to wear clothing which:

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

Rewards and gifts

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

Infatuations

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

Photography, videos and other creative arts

All staff are expected to:

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

Social contact

All staff are expected to:

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

Communication using technology

All staff are expected to refrain from:

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

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

Physical contact

All staff are expected to:

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

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

Behaviour management and physical restraint

All staff are expected to:

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

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

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

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

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

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

Under no circumstances should staff use force as a punishment. Please see the school's Positive Handling policy for full guidance.

One-to-one situations

All staff should:

- avoid meeting with pupils in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one-to-one situations

- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with pupils that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior leader

Intimate care

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

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

Toileting, Showering and Changing

General Principles

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

All staff are expected to:

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

Where pupils need assistance, staff are expected to:

- take account of the intimate care section held within the 'Supporting Pupils with Medical Conditions' policy
- encourage pupils to be as independent as possible, giving verbal help before offering assistance

- provide assistance openly, not out of sight of others

All staff must not:

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

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

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

Visual access to classrooms

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

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

Administration of medication

In dispensing medication to pupils, staff should:

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

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

Transporting pupils in staff cars

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

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

Appendix 3: Safeguarding and Prevent Checklist

Please ensure all checks are complete.

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

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

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

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

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

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

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

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

Annual Review Records

Term	Review Date	Completed by
Autumn		
Spring		
Summer		

Appendix 4: Staff safeguarding declaration

Annual Safeguarding

Declaration

- I have read and understood the School's Safeguarding and Child Protection Policy, including the appendices.
- I have read and understood Part 1 and Part 5 of the DfE guidance 'Keeping Children Safe in Education', (DfE 2025).
- I have read and understood the school Staff Code of Conduct.
- I have read and understood the Social Media Policy.
- I have completed the School's safeguarding training, including Prevent training.
- I understand that supplementary safeguarding guidance is available at www.gov.uk
- I agree to adhere to the protocols set out in the School's Safeguarding and Child
- Protection Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2025).
- I do not have any new cautions or convictions that would show on a DBS since my last certificate was issued. (If you do, please speak to your line manager or head teacher as soon as possible).

Print name: ……

Sign: ……

Date: ……

Appendix 5: Safeguarding concern form

Safeguarding Concern Form

CONFIDENTIAL

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

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

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

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

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

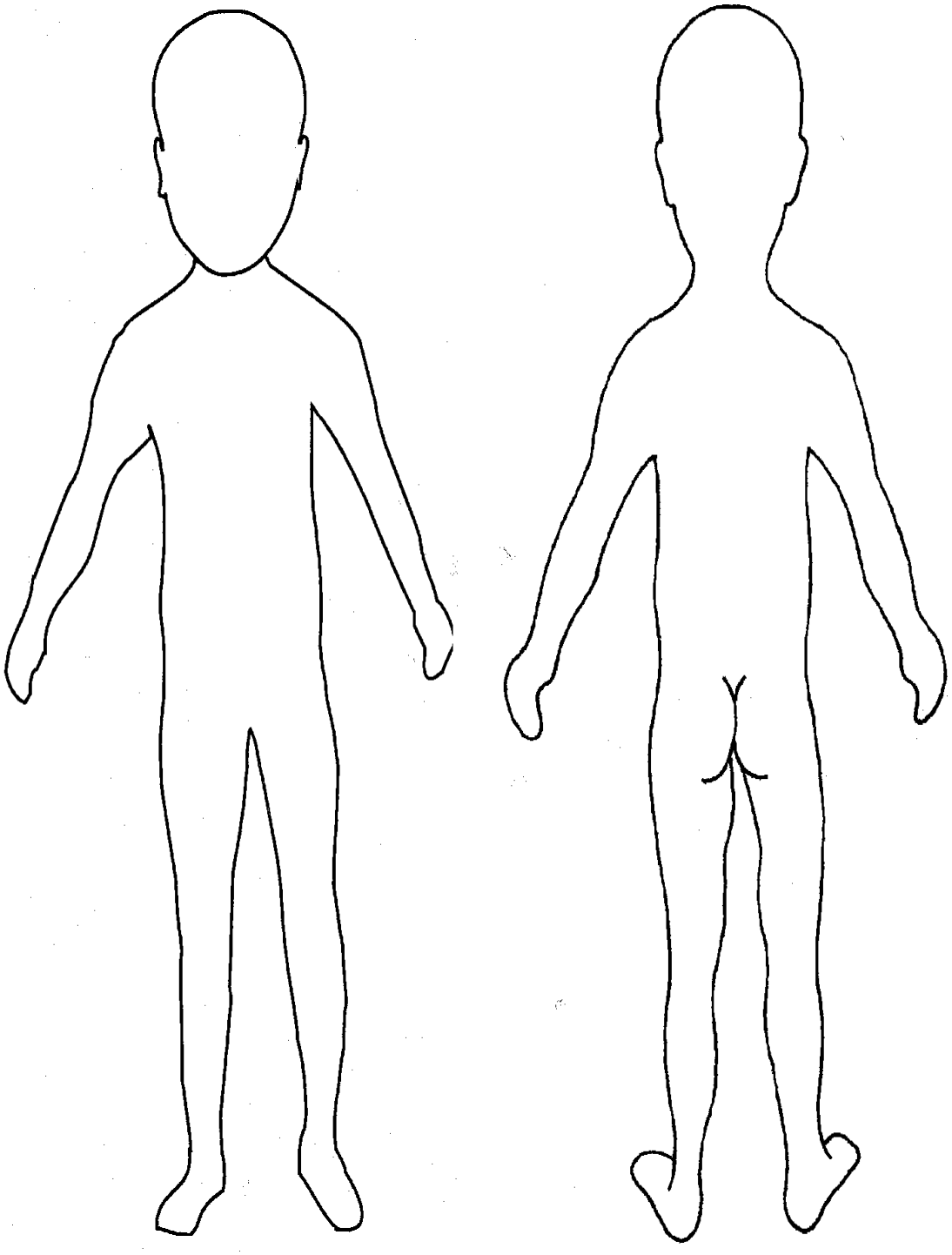
WHO is said to be involved	
WHAT is said to have happened / be happening?	
WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is the pupil now?	
Continuation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

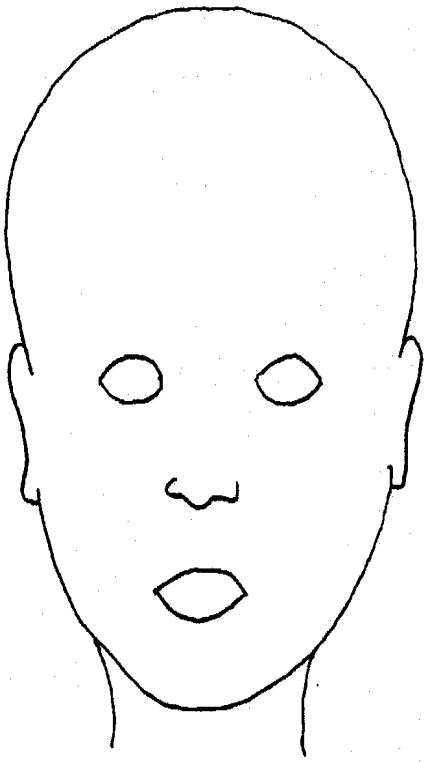
Note:

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

Signed	
Name	
Job title	
Time/Date	

PART 3: BODY MAP





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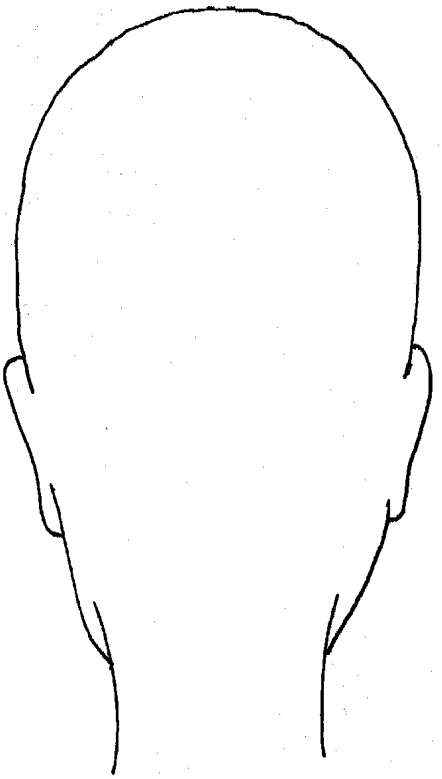

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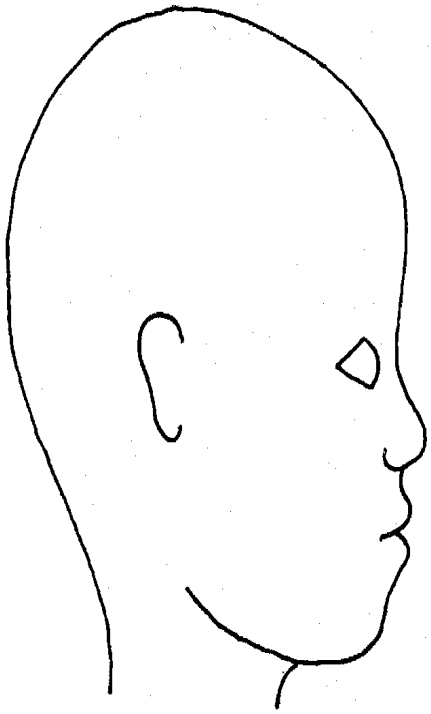

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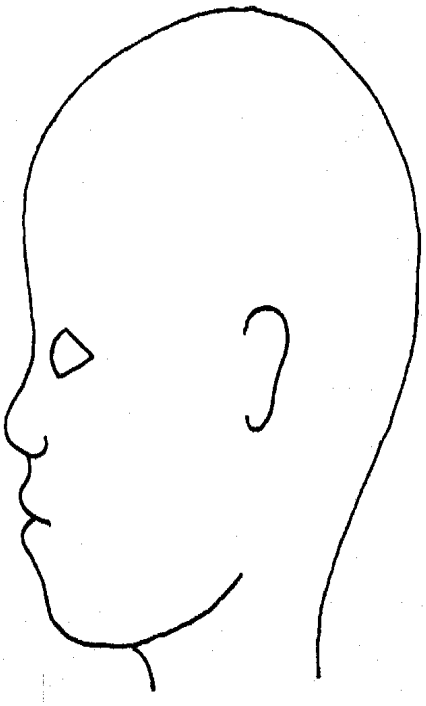

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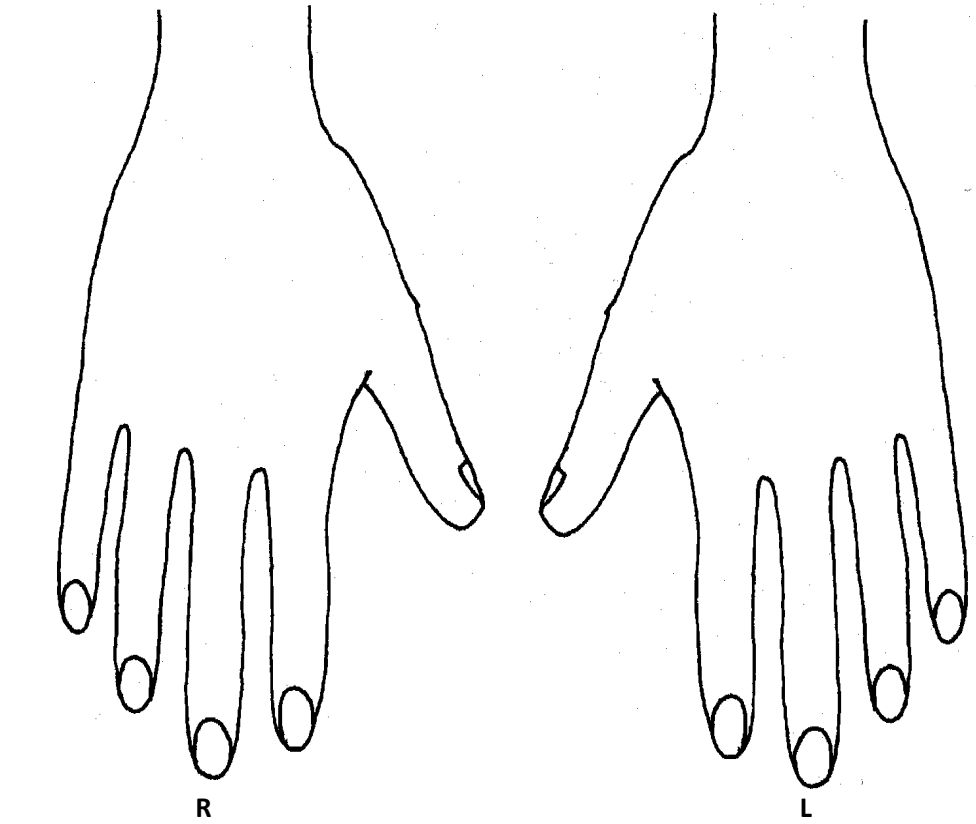

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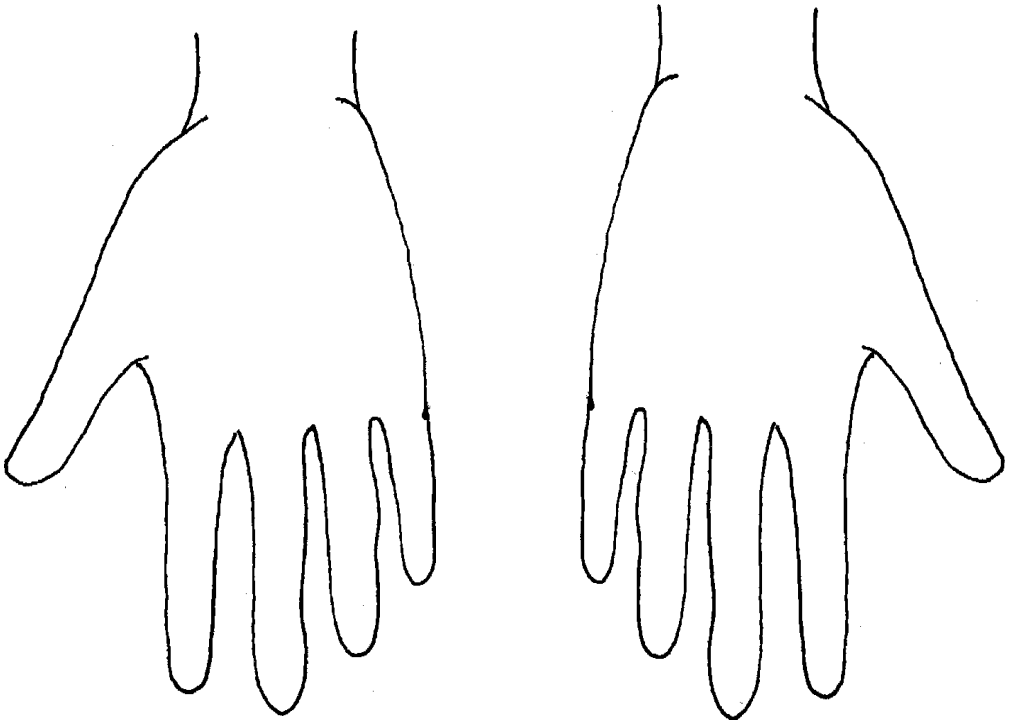
BACK



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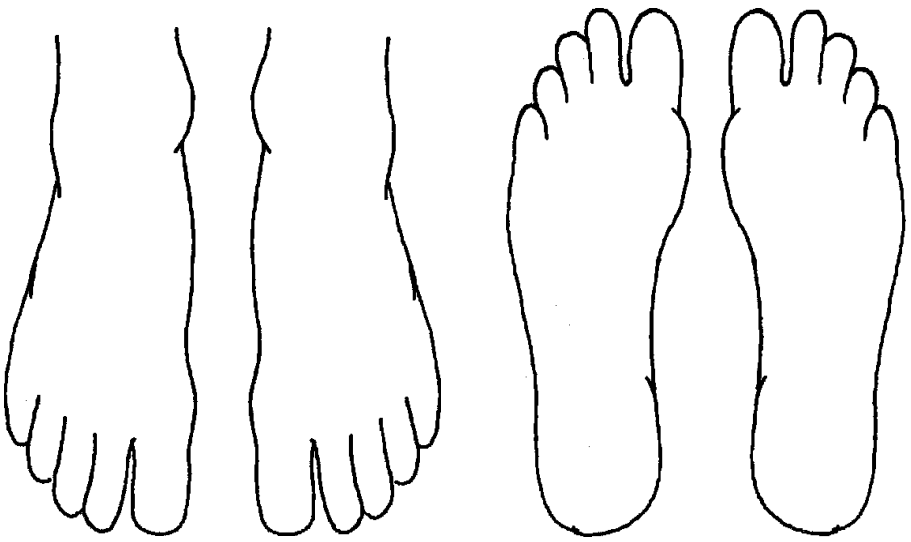

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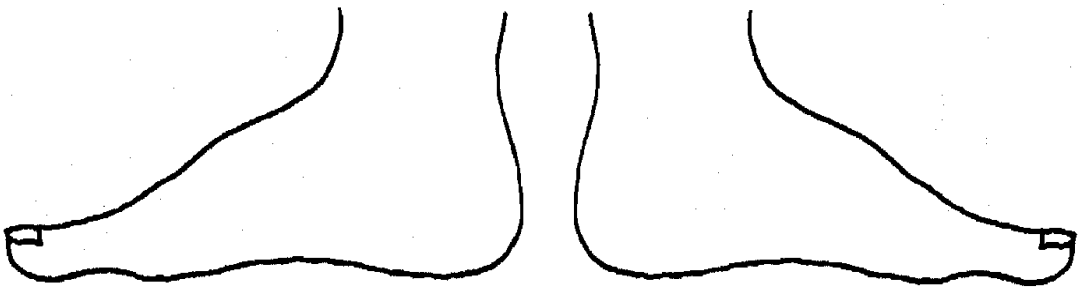

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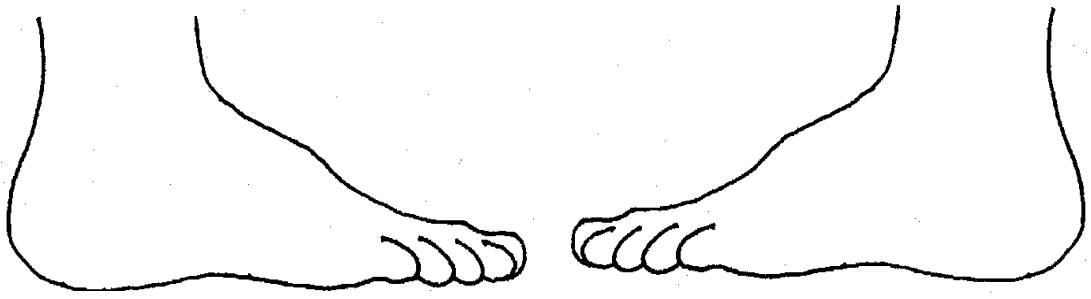

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OUTER

PART 4: ACTION TAKEN BY DSL

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

Signed by DSL	
Name	
Time/Date	

Appendix 6: Safeguarding concerns form – allegations against staff

Safeguarding Concerns Form – Allegations Against Staff

CONFIDENTIAL

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

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

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

DETAILS OF THE PERSON TO WHOM THE CONCERN RELATES

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

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

Name	
Job title	
Establishment	
Date concern raised	

DETAILS OF THE PERSON WHO HAS RECEIVED THE CONCERN

Name	
Job title	
Establishment	
Date concern received	

What is the nature of the allegation/concern?

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

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

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

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

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

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

AGREED ACTIONS

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

Action	**Desired outcome**	**Timescale**	**Responsible Officer**

Action	Desired outcome	Timescale	Responsible Officer

Appendix 7: Safeguarding risk assessment form – allegations against staff

Safeguarding Risk Assessment Form – Allegations Against Staff

CONFIDENTIAL

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

The purpose of the safeguarding risk assessment is to identify:

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

BACKGROUND

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

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

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

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

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

RISK ASSESSMENT FACTORS

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

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

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

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

RISK ASSESSMENT SUMMARY

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

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

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

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

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

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

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

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

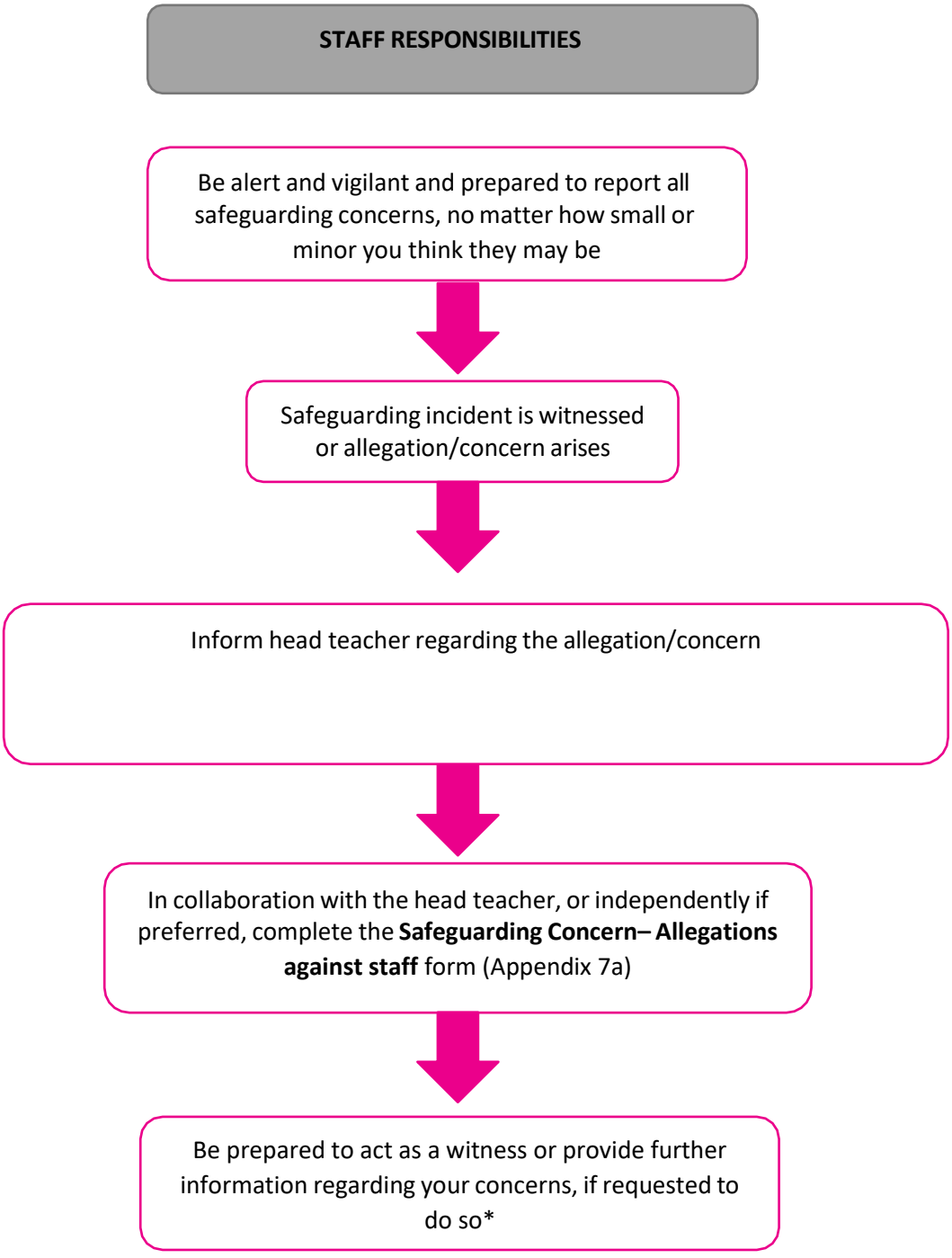
AGREED ACTIONS

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

Action	Desired outcome	Timescale	Responsible Officer

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

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



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

Head Teacher RESPONSIBILITIES*

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

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

Safeguarding incident is witnessed or allegation/concern arises

Inform your chair of governors

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

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

YES

NO

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

YES

WHEN DEALING WITH AN INCIDENT

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

Conduct initial fact find and contact the LADO for advice

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

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

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

POSSIBLE ACTIONS

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

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

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

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

NO

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

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

POSSIBLE ACTIONS

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

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

Allegation/concern **UNFOUNDED**

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

Appendix 9: Child protection file – front sheet

Child Protection File

Front Sheet

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

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

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

Family members i.e. parents / carers / siblings

Name	**Relationship**	**Address**	**School Details** (in the case of siblings)

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

Contact details of other professionals

Name	**Agency**	**Address**

Appendix 10: Child protection file – removal of information record

Child Protection File

Removal of Information Record

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

Appendix 11: Child protection file – chronology of significant events

Child Protection File

Chronology of Significant Events

Pupil name	
Date of birth	

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

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

Record of Child Protection File Transfer

PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

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

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

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

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

Context

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

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

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

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

Designated safeguarding lead arrangements

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

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

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

Supporting children not in school

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

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

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

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

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

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

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

Supporting children in school

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

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

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

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

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

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

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

Reporting a concern

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

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

Attendance recording and absence monitoring

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

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

Safeguarding training and induction

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

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

Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the safer recruitment processes in line with the school's Recruitment and Selection Policy, Safeguarding Policy, and including, as appropriate, relevant sections in part 3 of Keeping children safe in education (DfE 2025).

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

Online safety in schools

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

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

Online safety away from school

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

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

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

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

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

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

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

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

Pupil behaviour

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

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

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

Support from the school

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