Godolphin & Latymer

Safeguarding (Child Protection) Policy

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Contact Details

Godolphin and Latymer School

Role	Name	Telephone	Email
Designated Safeguarding Lead	Jade Smart	020 8741 1936	jsmart@godolphinandlatymer.com
Deputy Designated Safeguarding Lead	Michelle Holder	020 8741 1936	mholder@godolphinandlatymer.com
Head	Frances Ramsey	020 8741 1936	headmistress@godolphinandlatymer.com
Chair of Governors	Simon Davies	Governors can be contacted via the Clerk to the Governors, Mr Dave Robbins, whose email address is clerk@godolphinandlatymer.com. His telephone number is 020 8735 9595. Alternatively contact can be made in writing using the postal address: The Godolphin and Latymer School, Iffley Road, London, W6 0PG. In urgent cases, the Clerk will be able to arrange a telephone call with a Governor.	
Nominated Safeguarding Governor	Tracy Meller		

London Borough of Hammersmith and Fulham

Hammersmith and Fulham Local Safeguarding Children Partnership Arrangements can be found at: Hammersmith-Fulham-LSCP-Arrangements-2024.pdf

Full London Safeguarding Children Procedures can be found at: https://www.londonsafeguardingchildrenprocedures.co.uk/

Role	Name	Telephone	Email
Local Authority Designated Officer (LADO)	Lara Thompson	020 8753 5125	lado@lbhf.gov.uk
Safer Organisations and Safeguarding in Education Manager	Kembra Healy	07833 235 612	Kembra.Healy@lbhf.gov.uk
Children's Social Care Services Department AND Multi Agency Safeguarding Hub	Initial Consultation and Advice Team (ICAT)	020 8753 6610/ 6600 (Mon-Fri 9am – 5pm) 020 8748 8588 (Out of hours)	familyservices@lbhf.gov.uk Online form: Worried about a child? | London Borough of Hammersmith & Fulham
ACE Team (inc. children missing education)	Anwar Raihani	07741985404	anwar.raihani@lbhf.gov.uk

PREVENT / Counter-extremism

Role	Name	Telephone	Email
School Prevent Lead (also DSL)	Jade Smart	020 8741 1936	jsmart@godolphinandlatymer.com
Bi-borough Prevent	Local team	020 8753 5727	prevent@lbhf.gov.uk
Local Police Force		999 (emergency) 101 (non-emergency)	-
Anti-Terrorist Hotline		0800 789 321	-
DfE dedicated non-emergency helpline/email	-	020 7340 7264	Counter.extremism@education.gsi.gov.uk

Other Local Authorities

Anyone concerned about a child can contact the Children's Social Care Services Department in the local authority where the child is resident (to find contact details for a local authority click here or go to www.gov.uk/report-child-abuse-to-local-council).

Other numbers

The following telephone numbers may be useful for pupils, parents or staff:

Childline	0800 1111
NSPCC	0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285
Ofsted's Whistleblowing Hotline	0300 123 3155

1 Policy statement

1.1 This policy has been authorised by the Governors, is provided to all members of staff and volunteers, is published on the School website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required.

1.2 This policy has been developed in line with government publications including: *Working Together to Safeguard Children* (2026), *Keeping Children Safe in Education* (2026), Revised *Prevent Duty Guidance for England and Wales* (2023), *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2025, effective from September 2026) and *What to do if you are worried a child is being abused* (2015) (See Appendix 7 for a full list of guidance and useful links). The policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the School, for example on an educational visit or residential visit. This policy should be read in conjunction with other relevant school policies including: Safer Recruitment; Attendance; Behaviour; Anti-Bullying; Online Safety, Health and Safety; Code of Conduct for Staff; Relationships and Sex Education; PSHE and Citizenship; and Equal Opportunities policies, which are available on the School website or staff intranet, as applicable. Staff and pupils must also be familiar with the School's Acceptable Use of ICT for Staff Policy and Code of Conduct for Pupils Use of ICT respectively.

1.3 The School is committed to safeguarding and promoting the welfare of children and young people. This is everyone's responsibility and the School expects all staff and volunteers to share this commitment and to consider, at all times, what is in the best interests of the child. This policy uses the terms 'child' and 'children', to refer to anyone aged under 18. The School has nonetheless chosen not to restrict its approach under this policy to children but instead to adopt a wider interpretation of its safeguarding responsibilities so that they apply to all pupils, regardless of age, although there may be some additional considerations in relation to a pupil aged 18 or over in terms of how local agencies and/or partners respond.

1.4 Safeguarding children means:

1.4.1 Providing help and support to meet the needs of the children as soon as problems emerge;

1.4.2 protecting children from maltreatment, whether that is within or outside the home, including online;

1.4.3 preventing impairment of children's mental and physical health or development;

1.4.4 ensuring that children grow up in circumstances consistent with the provision of safe and effective care;

1.4.5 taking action to enable all children to have the best outcomes.

1.5 Every child without exception should feel safe and protected from any form of abuse, regardless of gender, ethnicity, disability, sexuality or beliefs. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

1.6 Abuse can be:

1.6.1 physical abuse, for example beating or punching;

1.6.2 emotional abuse, for example rejection and denial of affection;

1.6.3 sexual abuse, for example sexual assault or encouraging a child to view pornographic material; and

1.6.4 neglect, for example failure to provide appropriate care including warmth or medical attention.

See Appendix 2 for further details about the types and signs of abuse and DfE guidance *What to do if you are worried a child is being abused* (2015) for additional information (see Appendix 7).

1.7 A child may also be at risk of harm as a result of being drawn into extremist or terrorist behaviour. Under the government's 'Prevent' strategy, school staff must be able to identify children at risk of being drawn into terrorism, challenge extremist ideas and know how to refer children for further help. Information about the 'Prevent' duty and the School's approach to identifying and supporting children at risk of radicalisation is set out in Appendix 5.

1.8 Where a child is in immediate danger or is at risk of harm, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not in immediate danger or at risk of harm. No child or group of children should be treated any less favourably than others in being able to access services which meet their particular needs.

1.9 The School will take all reasonable measures to:

1.9.1 ensure that the School practises safer recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in Part 3 of *Keeping Children Safe in Education* (2026), provides appropriate safeguarding induction and training for new staff and volunteers, and fulfils its duties to make referrals to the Disclosure and Barring Service (DBS), Teaching Regulation Agency (TRA) and any other relevant body where required. See the School's Safer Recruitment Policy which is available on the school website;

1.9.2 ensure that where staff from another organisation are working with our pupils on another site, the School has received assurances that appropriate child protection checks and procedures apply to those staff;

1.9.3 ensure that all staff have read and understood Part 1 of *Keeping Children Safe in Education* (2026), and that mechanisms are in place to assist staff to discharge their roles and responsibilities as set out in that guidance;

1.9.4 ensure that all teaching staff, and those members of non-teaching staff who work directly with pupils, have read and understood Annex A to *Keeping Children Safe in Education* (2026), which contains additional information about specific forms of abuse, exploitation and safeguarding issues;

1.9.5 follow the local inter-agency procedures of the Local Safeguarding Children Partnership for Hammersmith & Fulham (the LSCP);

1.9.6 listen to children and be aware that some pupils may be in need of universal services and community-based early help, the targeted early help level of family help or additional support, even if they are not in immediate danger or at risk of harm (see Appendix 2 for a list of indicators that a child may benefit from support or be in need of safeguarding support);

1.9.7 have clear systems and processes to identify mental health needs and to consider when they become a safeguarding concern;

1.9.8 ensure that all staff and volunteers understand the need to identify concerns early and provide support for children as soon as a problem emerges at any point in a child's life to prevent concerns from escalating;

1.9.9 be alert to indicators of abuse, neglect and exploitation both in the School and from outside and aim to protect each pupil from any form of abuse, whether from an adult or another pupil, including risks relating to trafficking and modern slavery (see Appendix 2 for further information on potential indicators of abuse);

1.9.10 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with their agreed child protection plan;

1.9.11 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

1.9.12 ensure that where children are engaged in close one-to-one teaching, appropriate safeguarding arrangements are in place (guidance is included in the Staff Code of Conduct, the Safeguarding Training Booklet and in other School training resources);

1.9.13 be alert to the medical needs of children with medical conditions and the additional vulnerability of children with special educational needs or disabilities;

1.9.14 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.9.15 ensure that children are taught how to keep themselves and others safe, including keeping safe online, through the curriculum and PSHE, with particular regard to how children can adjust their behaviours to reduce risks and build resilience, including to radicalisation, particularly through the safe use of electronic equipment, mobile phones and the internet (see in particular the PSHE and Citizenship Policy and schemes of work and the RSE Policy). This includes educating pupils about online harms and harmful online conduct including abusive or misogynistic content, harmful influencers, pornography, misinformation, disinformation, conspiracy theories, racism, self-harm, suicide, antisemitism, radicalisation and extremism, online coercion, online bullying, grooming, exploitation and the consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI, such as deepfakes or deep nudes, together with risks associated with online gambling, phishing and financial scams. The School also helps pupils understand when and where to seek support through teaching on healthy and respectful relationships, boundaries, consent, equality, misogyny, sexual harassment and sexual violence. Further information regarding online safety, including the categories of online risk (content, contact, conduct and commerce), is set out in the School's Online Safety Policy;

1.9.16 promote a culture of zero tolerance towards sexism, racism, misogyny, misandry, homophobia, biphobia, sexual harassment, sexual violence, derogatory behaviour and other forms of physical violence and conflict through the School's safeguarding arrangements, behaviour expectations, pastoral support systems and age-appropriate Relationships and Sex Education (RSE), reinforced throughout school life;

1.9.17 be alert to the risk of vulnerable children being drawn into extremist behaviour and develop staff training and procedures in accordance with the 'Prevent' duty (see Appendix 5 for further details including potential indicators of vulnerability

to extremist ideology and the Channel Panel referrals flowchart, and Appendix 7 for DfE guidance);

1.9.18 ensure that children are safeguarded from potentially harmful and inappropriate online material by ensuring that appropriate filtering and monitoring systems are in place and understood by staff and reviewed for effectiveness at least once every academic year. Reviews will be overseen by the DSL, as the member of SLT responsible for filtering and monitoring, with IT support. Reviews should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. The School will maintain clear rules regarding access to 4G/5G on school premises (see the School's Online Safety policy and Code of Conduct for Pupils' Use of ICT for details). The Governing Body should receive appropriate assurance regarding the effectiveness and review of filtering and monitoring systems and safeguarding responses to online harms;

1.9.19 ensure that appropriate information security, cyber security and access management arrangements are in place to support the safeguarding of pupils and the protection of personal information. The School will have regard to relevant government guidance and cyber security standards and will work to reduce the risk of cyber incidents, data breaches and disruption to safeguarding systems;

1.9.20 ensure that staff are aware that cybercrime can be a safeguarding concern and support staff in recognising indicators that a child may be vulnerable to involvement in cybercrime or unlawful online activity, including activity that may constitute offences under the Computer Misuse Act 1990. Concerns should be reported to the DSL in accordance with this policy, who will consider appropriate safeguarding support and referral pathways where necessary;

1.9.21 implement and maintain a mobile phone-free environment by default throughout the school day. Pupils will not have access to their mobile phones during lessons, between lessons, at breaktimes or at lunchtime, except where an exception is permitted under the School's Mobile Phone and Personal Smart Devices Policy. This forms part of the School's safeguarding and online safety arrangements, recognising that such devices can contribute to online harms, bullying, child-on-child abuse, sexual harassment, exploitation and other safeguarding concerns if used inappropriately. Further information is set out in the School's Behaviour Policy, Online Safety Policy and Mobile Phone and Personal Smart Devices Policy;

1.9.22 ensure that staff understand the circumstances in which reasonable force or restrictive intervention may be used to safeguard pupils, prevent injury or prevent serious damage to property. Any use of reasonable force will be lawful, necessary and proportionate, taking account of the individual circumstances of the pupil concerned, including any special educational needs, disabilities, medical conditions or mental health needs. Further information regarding restrictive intervention, the use of reasonable force, recording and reporting requirements is set out in the School's Behaviour Policy;

1.9.23 where a pupil is placed with an alternative provision provider, remain responsible for the safeguarding and welfare of that pupil, undertake appropriate due diligence, obtain written confirmation that appropriate safeguarding checks have been carried out. Require the provider to inform the School of any arrangements that may put the pupil at risk, maintain accurate records of where the pupil is based, and review the placement at least half-termly and whenever a safeguarding concern arises to confirm that it remains safe and meets the pupil's needs. Take all practicable steps to ensure that School premises are as secure as circumstances permit;

1.9.24 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area;

1.9.25 ensure that, where necessary, an appropriately trained and informed teacher is appointed to promote the educational achievement of any child who is looked after or previously looked after;

1.9.26 work with social care, the police, health services and other services to promote the welfare of children and protect them from harm;

1.9.27 have regard to guidance issued by the Secretary of State for Education and other relevant guidance issued by the Secretary of State for Education, in accordance with the Education (Independent School Standards) Regulations 2014 and other applicable legislation; and

1.9.28 comply with its obligations under the Equality Act 2010 when carrying out its safeguarding responsibilities, including by considering the needs of children who may be more vulnerable to harm, abuse, neglect or exploitation.

1.10 *Keeping Children Safe in Education* provides that the Independent Schools Inspectorate (ISI) will report on the School's safeguarding arrangements as part of its inspection.

2 The Designated Safeguarding Lead ('DSL')

2.1 The School has appointed a member of the School's senior leadership team to be the DSL responsible for matters relating to child protection and welfare, including online safety and oversight of filtering and monitoring systems and processes.

2.2 Anyone who has concerns about the welfare of any child in the School may approach the DSL. If preferred, parents may discuss concerns in private with the child's form teacher, Head of Year, Head of Section, the Deputy Head (Pastoral) or the Head who will notify the DSL in accordance with these procedures.

2.3 The name and contact details of the DSL are set out on page 3 of this policy and the main responsibilities of the DSL are as set out in Annex B to *Keeping Children Safe in Education* (2026) and in Appendix 1.

2.4 If the DSL is unavailable, their duties will be carried out by one of the Deputy DSLs (see page 3 for contact details). In this policy, reference to the DSL includes the Deputy DSL where the DSL is unavailable. During term time, the DSL or the Deputy DSLs will always be available during school hours to discuss safeguarding concerns. They will normally be available in person, although in exceptional circumstances availability by telephone or other appropriate means may be acceptable. The School will ensure appropriate safeguarding cover arrangements are in place during any period when the DSL is unavailable.

2.5 The DSL and the Deputy DSL have undertaken appropriate child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals in line with advice from the LSCP, in addition to regular safeguarding updates and refreshers as required by Keeping Children Safe in Education.

3 Duty of employees, governors and volunteers

3.1 Every employee and governor of the School as well as every volunteer who assists the School is under a general legal duty:

3.1.1 to provide a safe environment in which pupils can learn;

3.1.2 to be alert to the circumstances that may mean a child is in need of universal services and community-based early help, the targeted early help level of family help and to the indicators of abuse, neglect, exploitation, serious violence, mental

health concerns, misogyny, online harms and radicalisation. This includes circumstances where a child is disabled or has certain health conditions and specific additional needs; has special educational needs, whether or not they have an Education, Health and Care Plan; is a young carer; is pregnant or a parent; has exhibited early signs of abusive, violent or harmful behaviour; is showing signs of being drawn into anti-social or criminal behaviour; is affected by parental offending; is misusing drugs or alcohol; is frequently missing from education, home or care; has been repeatedly removed from the classroom; has a parent or carer in custody; is associated with organised crime groups or county lines activity; has experienced multiple suspensions; is on a part-time timetable; is at risk of permanent exclusion; is educated in alternative provision or a pupil referral unit; is at risk of exploitation, modern slavery or trafficking, including criminal or sexual exploitation; lives in a family affected by substance misuse, adult mental ill health or domestic abuse; is at risk of honour or faith-based abuse, including Female Genital Mutilation or Forced Marriage; or is privately fostered. Staff should also recognise that caring responsibilities may affect a child's attendance, attainment, behaviour and wellbeing and that early identification and support may be required and should question the behaviour of children and parents so that they are able to identify cases of pupils who may need of help or protection;

3.1.3 to protect pupils identified as needing support through universal services and community-based Early Help, the targeted early help level of Family Help or who are in immediate danger or at risk of harm and not to assume that a colleague will take action or share information that might be critical in keeping children safe;

3.1.4 to be aware of the School's child protection procedures and to follow them;

3.1.5 to know how to access and implement the School's child protection procedures, independently if necessary;

3.1.6 to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy; and

3.1.7 to listen to children and take appropriate action, taking into account the wishes of the child, and acting in the best interests of the child and in accordance with this policy, including reporting matters of concern to the DSL and working with other services as required.

3.2 The Governors ensure that there are appropriate policies and procedures in place, which are understood and followed by all staff, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and that the School's safeguarding arrangements reflect the procedures and practice of the LSCP, including local protocols for assessment and published thresholds for referral (see Appendix 7). Governors are aware of their duties under the Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty where applicable, and of their local multi-agency safeguarding arrangements, obligations relating to filtering and monitoring and online safety governance. The Governors also ensure that the School promotes an inclusive, anti-discriminatory culture in which racism and other forms of discriminatory behaviour are recognised, challenged and addressed as part of its safeguarding responsibilities.

3.3 The Nominated Safeguarding Governor, at the request of the Governing Body, takes leadership responsibility for safeguarding arrangements, including the management of child protection incidents on behalf of the Governing Body as a whole, liaison with external agencies where this is required and monitoring the effective operation of this policy and the School's safeguarding procedures through the annual review of safeguarding (see also section 7 below).

3.4 Governors receive safeguarding and child protection (including online) training at induction and at least every two years, with additional updates provided as required during their term of office. This training is designed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the School's safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding.

3.5 The School recognises the expertise of staff in safeguarding matters. All staff are encouraged to contribute to the development of this Safeguarding Policy, and related procedures, either through direct discussion with the DSL or via the School's Safeguarding Committee which meets termly and which all staff are invited to attend.

3.6 **Training**

3.6.1 Induction training on the School's child protection procedures will be provided to all staff, including temporary staff, trainee teachers and volunteers newly appointed. The training will include: general safeguarding and child protection training, including online safety; this policy (which also includes the School's safeguarding response to children who go missing from education and the policy and procedures to deal with child on child abuse including harassment and violence); the School's Code of Conduct for Staff; the Acceptable Use of ICT for Staff Policy; the Whistleblowing Policy; the Behaviour Policy (for pupils) which must be read in conjunction with the Anti-Bullying Policy; the role and identity of the DSL and Deputy DSL; a copy of Part 1 of *Keeping Children Safe in Education* (2026), together with Annex A for school leaders and staff who work directly with children; and the school's Safeguarding training booklet which contains specific local procedures including duties under Prevent and FGM and filtering and monitoring responsibilities. New staff will also be required to undertake a Level 2 Safeguarding training course online before they begin work or to provide certification showing that they have taken this training with another institution.

3.6.2 All staff, including coaches and invigilators working with children, will undertake appropriate child protection training approximately every three years and in line with advice from the LSCP. 'Prevent' awareness training will be undertaken every two years, with additional updates provided as required. Online safety will be included in all safeguarding training. In addition, the School will ensure that staff receive regular safeguarding updates via email, in staff meetings or through online training sessions. These will take place as required and at least annually. A safeguarding bulletin will be issued once each half term, with additional ad hoc updates provided when required, including during twilight INSET or staff briefings.

3.6.3 The child protection training provided to staff considers the circumstances that suggest a child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help and the types and signs of abuse of which staff should be aware. This includes the vulnerabilities and safeguarding concerns referred to in paragraph 3.1.2. Further details are set out in Appendix 2, including physical, emotional and sexual abuse, neglect, child criminal or sexual exploitation, honour or faith-based abuse, serious violence, modern slavery, online harms and child on child abuse, including harassment and violence.

3.6.4 All staff receiving induction training and/or child protection training will be required to confirm that they have received and understood the information covered in the training.

3.7 Whistleblowing

3.7.1 All staff and volunteers should feel able to raise concerns about poor or unsafe school practices, potential failures in the School's safeguarding arrangements or the behaviour of colleagues which is inconsistent with the Code of Conduct for Staff or likely to put pupils at risk of abuse or other serious harm. Any such concern must be reported to the Head or, where the concern involves the Head, to the Chair of Governors. Concerns will be taken seriously, and no member of staff or volunteer will suffer detriment for raising a concern in accordance with the School's Whistleblowing Policy. Where a member of staff or volunteer feels unable to raise a concern internally or believes that a genuine concern is not being addressed, they may contact the NSPCC Whistleblowing Advice Line using the contact details on page 5 of this policy. Further details of the School's whistleblowing procedures are contained in the Whistleblowing Policy.

3.7.2 See Appendix 6 for full details of the procedures to be followed in relation to allegations against staff (including trainee teachers, supply staff, contractors and volunteers).

4 Procedures

4.1 Concerns about a Child

4.1.1 If staff members have <u>any safeguarding concerns about a child,</u> they should act <u>immediately</u> by following this policy and raising these concerns as soon as possible with the School's DSL. They must not assume a colleague or another professional will take action and share information. If, in exceptional circumstances, the DSL and Deputy DSL are both unavailable, staff should contact a member of the Senior Leadership Team and/or take advice from children's social care in the local authority where the child is resident (and share any action with the DSL as soon as possible).

4.1.2 Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Staff should still exercise professional curiosity and report any concerns to the DSL, recognising that abuse, neglect and exploitation and other safeguarding issues may overlap and can occur inside or outside school, inside or outside the home, and online or face to face.

4.1.3 All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

4.1.4 If a member of staff receives a report of abuse, the procedures set out in Appendix 3 must also be followed. If the concerns involve a member of staff, including a trainee teacher, supply staff, or volunteer at the School who may pose a risk of harm to children, see also paragraph 4.3 below and Appendix 6. Staff should also be aware that child on child (including harassment and violence) abuse can occur inside and outside school and online and should follow the School's procedures where they believe a child may be at risk from another child.

4.1.5 Parents, or those outside the School, may contact the DSL directly or, if preferred, discuss their concerns in private with a member of the School's pastoral team or the Head who will notify the DSL in accordance with these procedures.

4.1.6 Every concern raised about a child and every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy. In deciding whether to make manage support internally, including through universal services and community-based Early Help, undertake a Family Help assessment or make a referral to statutory services, the DSL or staff member must always act in the best interests of the child and should also take into account the wishes of the child and the local authority thresholds for referral (see Appendix 7).

4.1.7 **If, at any point, a child is in immediate danger or is at risk of harm a referral should be made <u>immediately</u> to the children's social care services department in the local authority where the child is resident and, if appropriate, to the police (see Contacts p.3-4 for details and App.7 for link to guidance on when to call the police). A referral would normally be made by the DSL but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken. If a member of staff makes a referral directly, the DSL should be informed as soon as possible thereafter.**

4.1.8 Where a concern does not meet the threshold for immediate referral to children's social care, consideration should still be given to whether the child would benefit from internal pastoral support, support through universal services and community-based Early Help, a Family Help assessment or a referral to children's social care for statutory assessment (see flowchart in Appendix 4). The DSL will generally lead liaison with other agencies and the establishment of any inter-agency assessment. Staff may be required to support the DSL or other agencies and professionals in carrying out an assessment and may, in some cases, act as the lead practitioner. Qualified lead practitioners who are not social workers may continue to lead work with families up to and including section 17 of the Children Act 1989.

4.1.9 Following a referral, or once internal pastoral support, support through universal services and community-based Early Help or Family Help has been arranged, the child's case will be kept under constant review. If the child's situation does not appear to be improving or is getting worse, the DSL, or the member of staff with concerns, should consider making a referral to children's social care if one has not already been made or follow the local escalation procedures where a referral has already been made, to ensure their concerns have been addressed. Concerns should always lead to help for the child at some point.

4.2 Additional procedures for specific safeguarding issues

4.2.1 ***Children missing education/absent from education***: Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign of safeguarding issues, including neglect, child sexual exploitation and child criminal exploitation, particularly county lines. The School's response to persistently absent pupils and children missing education will support the identification of such abuse and help prevent absent pupils from becoming children missing education. Pupils are required to thumb-in on arrival at school and unexplained absence at morning registration is followed up initially by the Receptionist and then by the Head of Section if the absence remains unexplained. Staff are required to notify the relevant Head of Section if a pupil in Years 7 – 11 is missing from afternoon registration or a lesson without explanation. If the Head of Section cannot explain the absence, then the Deputy Head (Pastoral) will be notified and a search will be conducted in school and parents and/or the police contacted as appropriate. Persistent or unexplained absence must be reported by

form staff or Heads of Year to the relevant Head of Section who will discuss the pattern of absence with the Deputy Head (Pastoral). The Deputy Head (Pastoral) will decide, in consultation with the DSL as appropriate, whether the absence gives rise to safeguarding concerns. The School is required to inform the Local Authority, in accordance with statutory guidance and the School Attendance (Pupil Registration) (England) Regulations 2024, of pupil who fails to attend school regularly or who has been absent without the School's permission for a continuous period of 10 school days or more. The School must also inform the Local Authority, using their proforma, of any pupil of compulsory school age who is going to be added to, or removed from, the admissions register other than those joining at the start of Year 7 or leaving at the end of Year 11.

4.2.2 ***Making or sharing nudes and semi-nudes including those generated using AI***: This refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18, including consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI, for example deepfakes. The term 'images' includes photographs, videos and livestreams. Images may be taken by the child, taken or created by another person, digitally altered or generated using AI, including deepfakes or deep nudes. Images may be shared through social media, gaming platforms, chat apps or forums or via offline sharing (eg Apple Airdrop). Any incident involving the making or sharing of nudes or semi-nudes must be reported to the DSL immediately. Staff must never view, copy, print, share, store or save the imagery themselves, or ask a child to share or download it, as this is illegal (if the image is viewed by accident this must be reported immediately to the DSL). Staff should not investigate the incident themselves or delete, or ask the child to delete, the image. The child should not be blamed or shamed but should be told that the incident will need to be reported to the DSL and that they will receive support and help. Action will be taken in accordance with this safeguarding policy, taking into account guidance published by the UK Council for Child Internet Safety: '*Sharing nudes and semi-nudes: advice for education settings working with children and young people*' which covers the creation and sharing of sexual imagery of those under 18 with others who are also under 18. All incidents involving the making or sharing of nudes or semi-nudes require a safeguarding response, regardless of whether they are consensual or non-consensual. The response will be proportionate and take account of the age, development and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability. Incidents involving the making or sharing of nudes or semi-nudes will also be recorded by the DSL or Deputy DSL on the School's e-safety incident log (see the School's Online Safety Policy for more information). For the avoidance of doubt, the creation or sharing of sexual imagery of children *under* the age of 18 by those *over* the age of 18 constitutes child sexual abuse and in these circumstances, in addition to following the safeguarding procedures set out in this policy, the School will also inform the police.

4.2.3 ***Special educational needs disabilities or health issues***: Children with special educational needs, disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse, neglect and exploitation in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based and discriminatory bullying) than other children;

- the potential for children with special educational needs or disabilities or certain medical conditions to be disproportionately affected by behaviours such as bullying without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse;
- the need for intimate care or that these children are isolated from others;
- that these children are more likely to be dependent on adults for care; and
- difficulties with cognitive understanding, including being unable to understand the difference between fact and fiction in online content and then repeating the content or behaviours in school or understanding the consequences of doing so.

Any reports of abuse, neglect or exploitation involving a child with special educational needs and/or disabilities will require close liaison between the DSL (or Deputy DSL) and the School's Individual Needs Coordinator. Members of staff should never assume that an indicator of a safeguarding concern is caused by a child's individual learning needs and should always discuss any such indicators with the DSL who will liaise with the School's Individual Needs Coordinator as appropriate. The School will consider whether additional pastoral support, attention and communication support are required to safeguard and support these pupils effectively.

4.2.4 ***Radicalisation and extremism***: If staff become aware of changes in a child's behaviour which could indicate that they are at risk of radicalisation or are exposed to extremism, this should be reported to the DSL as a safeguarding concern. The DSL will consider the level of risk and determine the appropriate action, which may include making a referral in accordance with the local Prevent referral process or, where appropriate, contacting children's social care or the police. The DSL and Deputy DSLs will remain familiar with the local procedures for making a Prevent referral. Further information on radicalisation, on the Government's Prevent strategy and a referral flowchart are available at Appendix 5.

4.2.5 ***Female Genital Mutilation (FGM):*** If a teacher discovers, either through a disclosure by the child or visual evidence, that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher has a statutory duty to report the matter personally to the police. Unless the teacher has good reason not to, they should also discuss the case with the DSL or a Deputy DSL, who will involve children's social care as appropriate. Where a member of staff has concerns that a child may be at risk of FGM, or suspects that FGM may have been carried out but the mandatory reporting duty does not apply, they must report the concern to the DSL and follow the usual safeguarding procedures set out here and in Appendix 3.

4.2.6 ***Mental health concerns:*** These can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Mental health concerns may include, but are not limited to, self-harm, signs of an eating disorder, suicidal ideation or suicide. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem but all staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff should also be aware that mental health concerns can, in some cases, be an indicator that a child has experienced trauma, abuse, neglect or

adverse childhood experiences. Pastoral concerns relating to mental health which do not give rise to a safeguarding concern, should be referred to the student's form tutor in the first instance. Where the mental health concern is, or maybe a safeguarding concern, it must be reported to the DSL immediately in accordance with this policy. The School recognises the importance of promoting positive mental health and wellbeing, identifying concerns at an early stage, securing appropriate support for pupils where needed and liaising with or referring to specialist services where appropriate. Where support is needed, the DSL or a Deputy DSL will consider whether parents or carers should be informed to support the child's wellbeing, unless doing so may place the child at additional risk.

4.2.7 ***Safeguarding children with medical conditions:*** The fact that a child has a medical condition, including an allergy or a condition requiring delegated healthcare tasks, does not in itself indicate that the child is at greater safeguarding risk. Similarly, an incident relating to the management of a child's medical condition does not, in itself, require a safeguarding referral. However, staff should be aware that safeguarding concerns may arise in connection with a child's medical needs or following such an incident. A safeguarding concern may arise where an incident indicates that the child may be at increased risk of neglect, abuse or exploitation because of their medical condition, including where relevant information about the child's condition is not provided to the School or the child is repeatedly sent to School without essential medication. Any such concern must be reported to the DSL, who will determine whether a safeguarding referral or other action is required, consulting the appropriate healthcare professional where necessary. Further information regarding the School's arrangements for supporting pupils with medical conditions is set out in the First Aid Policy.

4.2.8 ***Lesbian, Gay, Bisexual or Gender questioning:*** The fact that a child or a young person may be Lesbian, Gay, Bisexual or Gender questioning is not in itself an inherent risk factor for harm. However, children who are, or who are perceived to be, lesbian, gay, bisexual or questioning their gender may be vulnerable to discriminatory bullying or harassment. The School will take a strong stand against such behaviour and will seek to provide a safe and supportive environment in which children can raise concerns. Staff should remain alert to any wider vulnerabilities, including mental health or psychosocial needs, relationships with family and peers, neurodiversity and prejudice-based and discriminatory bullying.

4.2.9 The School will not initiate action regarding a child's social transition. Social transition will be treated as an active intervention which may have significant implications for a child's wellbeing and will therefore be approached with care Where a child or parent makes a request for support relating to social transition, the request will be considered carefully on a case-by-case basis through the School's safeguarding and pastoral processes. Individual members of staff must not make changes relating to social transition unless and until the School has reached a decision. Parents or carers will be involved as a matter of priority and their views will carry great weight. In the rare circumstances where involving them may place the child at greater risk, the DSL must be consulted before the parents or carers are contacted or any decision is made. Where a child discusses their feelings with a member of staff but does not ask the School to make any changes, confidentiality will not ordinarily be broken unless there is a related concern about the child's safety or wellbeing. The School will consider the child's wishes and feelings, the welfare and best interests of the child and other pupils, its safeguarding, equality and human rights obligations, and any relevant professional or clinical advice. As a single sex school, the School complies with

government guidance by not permitting pupils to use toilets, changing rooms or showers designated for the opposite biological sex. A pupil aged 11 years or older at the start of the school year will not be permitted to undress in front of a pupil of the opposite biological sex. Where pupils of the opposite sex are visiting the School, separate visitor facilities will be available, and they will not be permitted to use the girls' facilities. Where a pupil does not wish to use facilities designated for their biological sex, the School will consider whether suitable alternative arrangements can be made, such as access to an individual facility or use of a facility at an alternative time. Any arrangements must protect the safety, comfort, privacy and dignity of the pupil and other pupils and must not compromise the provision of appropriate single-sex facilities.

The School will keep an accurate record of any request, decision and agreed arrangement, including the reasons for the decision, and will communicate arrangements to relevant staff on a need-to-know basis. A pupil's biological sex will be recorded accurately and relevant staff will be made aware of it. Decisions and arrangements will be reviewed where appropriate, particularly where circumstances change, new safeguarding concerns arise or a pupil wishes to reconsider or reverse an earlier decision. The DSL will be involved in any such review.

4.2.10 ***Sport and Physical Education:*** As a single sex school, the school already complies with The Equality Act 2010 to ensure that all pupils take part in sport and physical education within an environment necessary for safety and fairness. Allegations against, or concerns about, staff (including trainee teachers, supply staff, contractors and volunteers).

4.2.11 ***Allegations***: Any allegation that might indicate that a person working in the school would pose a risk of harm if they continue to work with children must be reported to the Head. In the Head's absence, a report should be made to the DSL. An allegation about the Head should be reported to the Chair of Governors or, in his absence, the Deputy Chair of Governors.

4.2.12 A report must be made, as above, if it is alleged that anyone working in the School has: behaved in a way that has harmed a child, or may have harmed a child; and/or possibly committed a criminal offence against or related to a child; and/or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school).

4.2.13 The School has procedures for dealing with allegations against staff, including trainee teachers, supply staff, contractors and volunteers. These are set out in full in Appendix 6 and follow the DfE guidance in Part 4 of *Keeping Children Safe in Education* (2026).

4.2.14 If the School identifies that a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, children's social care and/or the police should be contacted immediately as set out in paragraph 4.1.6 above.

4.2.15 ***Low-level concerns***: A low-level concern is any concern, no matter how small and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the School may have acted in a way that is inconsistent with the School's Code of Conduct for Staff, including inappropriate conduct outside work, but which does not meet the harm threshold described in paragraph

4.3.2 or is otherwise not serious enough to consider a referral to the LADO. Staff are encouraged to raise concerns about their own conduct where they believe a situation may have been misinterpreted, may appear compromising, or may otherwise fall below the professional standards expected by the School. Any such concern (no matter how small) **must** be reported promptly to the DSL or, if preferred or if the report is about the DSL, to the Head. Where the concern relates to the Head, it must be reported to the Chair of Governors.

4.2.16 Low-level concerns must be reported using the Low-Level Concern Form, as detailed in the Staff Code of Conduct. The purpose of this process is to help create and embed a culture of openness, trust and transparency in which concerns can be shared and addressed appropriately before they potentially escalate.

4.2.17 On receipt of a low-level concern, the DSL will assess the concern and inform the Head in a timely manner, having regard to its nature. The Head will be the ultimate decision-maker in respect of low-level concerns, although the Head and DSL may take a collaborative approach. This is likely to involve speaking to the subject of the report and any potential witnesses. If there is any doubt about whether the concern meets the harm threshold, the School will consult the LADO. All low-level concerns and any action taken will be recorded by the DSL and the record kept under review to help identify any concerning patterns of behaviour. Where a pattern of behaviour is identified, the School will consider whether the matter should be reclassified as an allegation meeting the harm threshold set out in paragraph 4.3.2 above and referred to the LADO, or whether action should be taken under the School's disciplinary procedures. Records will be retained in accordance with the School's data retention procedures and relevant safeguarding guidance, normally at least until the individual leaves the School's employment. The Head will be kept informed and reports of concerns about trainee teachers, supply staff and contractors will also be notified to their employers or training providers so that any potential patterns of inappropriate behaviour can be identified.

4.2.18 The School will also review low-level concerns collectively to identify any wider themes or cultural issues and consider whether any policies, procedures, training or supervision arrangements require review or strengthening.

4.3 Child on child abuse (including harassment and violence)

4.3.1 The School recognises that children may be harmed by other children, from within or outside their own school community, and has a zero tolerance approach to child on child abuse. The School has a clear Behaviour Policy and Anti-Bullying Policy, both of which set clear expectations for pupil behaviour and aim to minimise the risk of child on child abuse at school. The PSHE and form time programmes help pupils understand appropriate behaviour and how to keep themselves and others safe, including online. Together, these measures support a culture in which child-on-child abuse, including harmful sexual behaviour, sexual harassment, sexual violence and violence against women and girls, and related behaviours such as misogyny and discrimination, are not tolerated, dismissed or normalised.

4.3.2 Staff are aware of the harm that bullying can cause and will use the School's anti-bullying procedures where appropriate. However, there may be occasions when a child's alleged behaviour, or the harm caused to another child by that behaviour, warrants a response under safeguarding as well as, or instead of, anti-bullying procedures. This will always be the case if there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Below this threshold, it is more likely to be the case if the allegation: is made against an older pupil and

refers to their behaviour towards a younger or more vulnerable pupil; is of a very serious nature; or raises risk factors for other children within or outside the School. The School will consider whether the behaviour may indicate wider safeguarding concerns, including harmful sexual behaviour, exploitation, abuse occurring outside school, online abuse or concerns within peer groups, social settings or the wider community.

4.3.3 All staff should recognise that racism, faith-targeted abuse and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

4.3.4 Child on child abuse is still abuse, is preventable, and is a safeguarding issue for both the victim and the alleged perpetrator. It should never be tolerated, dismissed or passed off as 'banter', 'part of growing up', 'just having a laugh' or otherwise normalised or minimised. It is recognised that for some (but not all) forms of child on child abuse it is more likely that girls will be victims and boys' perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously. It may include instances of:

(a) bullying (including cyber-bullying, prejudice-based and discriminatory bullying);

(b) discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice based incidents;

(c) abuse in intimate personal relationships between peers (also known as teenage relationship abuse);

(d) physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

(e) serious physical assault and harm, or the threat of harm with a weapon;

(f) harmful sexual behaviour, sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

(g) sexual harassment such as sexual comments, remarks, jokes and online sexual harassment (standalone or part of a broader pattern of abuse);

(h) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

(i) upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

(j) consensual and non-consensual making or sharing of nudes and semi nudes images; and

(k) initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

4.3.5 Even if there are no reports of child on child abuse in the school this does not mean it is not happening; it may be the case that it is just not being reported. If a member of staff has any concerns about child on child abuse, or that bullying, or any other negative or devaluing behaviour may give rise to safeguarding concerns,

they should discuss this with the DSL as soon as possible. The School will seek to identify any concerning patterns, trends, times, locations or wider safeguarding issues which may indicate that pupils are at greater risk or that further action or support is required.

4.3.6 If a member of staff witnesses abusive behaviour between peers, they must, where it is safe to do so, challenge it and then report it to the DSL. If a member of staff hears a complaint of child on child abuse from a child, including a report of sexual violence or harassment, the guidance in Appendix 3 should be followed. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Abuse that occurs online or outside the School will be treated with equal seriousness. The School will consider carefully the needs and safety of all pupils involved, including both the victim and the alleged perpetrator, although the victim will be given appropriate protection and support. Support for victims may include pastoral support, trusted adults, adjustments within school, external specialist support and safeguarding referrals where appropriate. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. The School will do all it reasonably can to protect victims from bullying, intimidation, retaliation or further harm following a report.

4.3.7 The DSL will consider each report on a case-by-case basis and determine the appropriate response, which may include managing the matter internally, providing Family Help, making a referral to children's social care or reporting the matter to the police. Where children's social care or the police are involved, the School will liaise closely with those agencies. In the case of a report of sexual violence or harassment, the School will also have regard to Part 5 of Keeping Children Safe in Education (2026). The safeguarding and support needs of the victim, the alleged perpetrator and any other affected pupils will be considered. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to the local authority children's social care services will be made without delay. The DSL will undertake an appropriate risk and needs assessment following any report of sexual violence and will consider whether a risk assessment is required following a report of sexual harassment. The assessment will be recorded, kept under review and used to inform safeguarding decisions. Consideration will be given to the safety and welfare of all pupils involved, including any arrangements required to protect pupils and manage contact between them, including in relation to shared classes, activities and social times where appropriate. The School will not wait for the outcome of any children's social care or police investigation before taking appropriate steps to safeguard the victim and other pupils, provided that doing so does not prejudice any external investigation.

4.3.8 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will liaise with the police and children's social care regarding the arrangements, including the requirement for the pupil to be supported by an Appropriate Adult. Parents or carers will generally be informed unless the police or children's social care advise otherwise, or there is reason to believe that informing them may place the pupil or another child at additional risk. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide where this is appropriate and consistent with the advice of the police and children's social care. The School will continue to consider the safeguarding and pastoral needs of the pupil during any investigation process.

4.3.9 A pupil alleged to have committed abuse may, following a case-by-case assessment, be suspended where this is considered necessary and appropriate. Suspension will not be treated as an automatic response or as a determination that the allegation has been substantiated. The School's Behaviour Policy and/or Expulsion, Removal and Review Policy will apply. Any disciplinary action will be considered alongside the School's safeguarding duties and the need to provide appropriate support to all pupils involved. Disciplinary action may be taken while an investigation by the police or children's social care is ongoing, following liaison with the relevant agencies to ensure that the School's action does not prejudice the external investigation. Safeguarding support and disciplinary action are not mutually exclusive and may take place at the same time where appropriate.

4.4 Listening to children

4.4.1 The School provides a range of opportunities for pupils to be listened to, express their views, wishes and feelings, and report concerns, including child-on-child abuse, safely and confidently. Pupils have contact with their form tutors twice daily (once in 6th form) for registration and also during extended form times and PSHE lessons. The School actively seeks the views of pupils through form reps meetings, the School Council and regular pupil surveys.

4.4.2 All pupils attend an assembly at the start of the school year led by the DSL and Deputy DSL in which they are reminded of the school's safeguarding processes and who they can reach out to for support. As well as form tutors and other staff who are always ready to listen, the School has two nurses, and two counsellors available to pupils. Throughout the year, pupils are given information about the different ways in which they can seek help, report concerns and access support both within and outside the School.

4.4.3 Support for any pupils affected by abuse (including child on child abuse), is available in school from all staff but particularly from pastoral staff, the individual learning needs coordinator, the medical team and the school counsellors. The DSL may be involved in coordinating support within school or referring to outside agencies as appropriate and in line with the local authority thresholds for referral. Support will be considered on a case-by-case basis, tailored to the pupil's needs and kept under review for as long as needed to safeguard and support the pupil (see Appendix 7).

4.4.4 The school has an anonymous reporting tool for pupils which is monitored by the DSL, Deputy DSL, Heads of Section and Heads of Year. All pupils are encouraged to report concerns in person where possible so that appropriate support can be provided. However, the anonymous reporting tool is available where a pupil feels unable to report a concern. All reports received through the tool will be taken seriously and followed up appropriately.

4.5 Informing parents

4.5.1 Parents will normally be kept informed and involved, as appropriate, in safeguarding discussions and decisions concerning their child, including any action taken under these procedures to support a child in need. However, parents may not be informed or involved where doing so may place the child at risk of harm, prejudice police or safeguarding investigation, compromise the child's welfare or otherwise give rise to a safeguarding concern. The reasons for limiting or delaying parental involvement will be considered carefully and recorded. Where concerns relate to radicalisation, the DSL will consult the Deputy Head

(Pastoral), the Head, the LADO, local authority children's social care, the Channel Panel and/or the police, as appropriate, before discussing details with parents.

4.5.2 See also section 4 of Appendix 6 for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School. When sharing information with parents, carers or third parties, the School will have regard to its data protection, confidentiality and safeguarding obligations. Data protection law will not prevent the sharing of information where this is necessary to safeguard or promote the welfare of a child.

5 Secure school premises and visitor procedures

5.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit. The School recognises that safeguarding and site security arrangements form part of the School's wider safeguarding responsibilities and will keep relevant procedures under review.

5.2 The School has clear visitor procedures which have been communicated to all staff. All visitors who have not been vetted by the School in advance must sign in using the visitor sign-in system at Security on arrival and sign out on departure. Before a visit, the School will consider the nature and purpose of the visit, the areas of the School to be accessed, the likely level of contact with pupils, the educational value and age-appropriateness of any content to be delivered, and the checks and supervision required. Visitors who have not been vetted in advance must be appropriately supervised while on School premises by a member of staff or an appropriately vetted volunteer. All visitors will be given a name badge with their photograph and the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

5.3 The School actively encourages the use of visiting speakers to enrich the experiences of pupils and staff and to stimulate debate. However, staff must ensure that visiting speakers are considered in advance in accordance with the School's Visitor Procedures, including their suitability, the educational value and age-appropriateness of the proposed content, and any checks or supervision required. In addition, any messages communicated to pupils by visiting speakers must be consistent with the ethos of the school, and must not marginalise any communities, groups or individuals or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies. Staff must remain alert to any safeguarding concerns arising from the content of presentations or discussions.

6 Arrangements for use of school premises for non-school activities

6.1 When services or activities at the School are provided under the direct supervision or management of school staff, this Policy will apply in relation to any safeguarding concerns or allegations.

6.2 Where services or activities are not under the direct supervision or management of the School, the School will seek assurance that any individual or organisation has appropriate safeguarding and child protection policies and procedures in place (the School will inspect these as needed) and ensure that there are arrangements in place for the provider to liaise with the School on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

6.3 The School will ensure that safeguarding requirements are included in any agreement for use of the school premises (such as a lease or hire agreement) as a condition of use and occupation of the premises and that failure by the provider to comply with this will lead

to termination of the agreement. The provider will be given contact details for the School's DSL and is required to notify the DSL of any safeguarding incident.

6.4 When considering the safeguarding arrangements any providers have in place the School will have regard to the DfE's non statutory guidance Out-of-school settings: safeguarding guidance for providers (updated February 2026).

7 Record keeping, confidentiality and information sharing

7.1 Where there are concerns about a child, all concerns, discussions and decisions made, and the reason for those decisions, should be recorded in writing. Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. If in doubt about recording requirements staff should discuss with the DSL or Deputy DSL. Records should be kept securely and under appropriate review.

7.2 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. Under section 16LA of the Children Act 2004, where the School holds information about a child, or about another individual which relates to a child, and considers that information relevant to safeguarding or promoting the child's welfare, the School must share it with another organisation or practitioner to whom the duty applies where the School considers that sharing may help them to assess need or risk, make a decision, provide support or take action to safeguard or promote the welfare of the child. The duty also applies where the School receives a request for relevant information from an organisation or practitioner covered by the duty. The School will share information in accordance with *Working Together to Safeguard Children* (2026) and the DfE's statutory guidance entitled *Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners* (September 2026).

7.3 The School will be open and transparent with children and parents or carers about how and why information may be shared, where it is safe and appropriate to do so. Consent is not required where the information sharing duty applies, and staff should not seek consent where information will be shared regardless of whether consent is given. Staff should instead explain, where it is safe and appropriate to do so, why information is being shared, what information will be shared and how it will be used. A child or family may still choose whether to accept any voluntary service offered following the sharing of information.

7.4 Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether problems are first emerging or a child is already known to local authority children's social care. There is no requirement for a particular statutory threshold to be met before information is shared under the information sharing duty. The duty applies to information relating to early help, prevention and unmet need, as well as information concerning a child who is suffering or likely to suffer harm. Information shared must be relevant, necessary and proportionate for the safeguarding or welfare purpose concerned.

7.5 The Data Protection Act 2018, UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The School will identify an appropriate lawful basis and comply with the data protection principles when sharing information. A disclosure made in accordance with section 16LA of the Children Act 2004 does not breach an obligation of

confidence. Staff who are unsure about whether or how information should be shared should seek advice promptly from the DSL, Deputy DSL or Bursar. Uncertainty must not result in an unnecessary delay where information needs to be shared to safeguard or promote the welfare of a child.

7.6 The information sharing duty will not apply where the School determines, through professional judgement, that sharing the information would be more detrimental to the child than not sharing it. This exception is expected to apply only in very limited circumstances. Staff should consider whether any potential detriment can be reduced by limiting or adapting the information shared. Any decision not to share information, together with the reasons for that decision, must be recorded and discussed with the DSL where appropriate.

7.7 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and local authority children's social care services to agree the information that should be disclosed and to whom.

8 Monitoring

8.1 After any serious child protection incidents at the School, consideration will be given to a review of the safeguarding procedures within the School and a report made to the Governors if appropriate. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures. The School will also consider whether any lessons can be learned, patterns identified or wider safeguarding improvements implemented following safeguarding incidents or concerns.

8.2 In addition, the DSL will ensure that this policy is reviewed annually or when legislation changes and its procedures and implementation are updated and reviewed regularly, working with the Governors as necessary. The DSL's review will take account of lessons learned, emerging safeguarding issues and any changes required to the School's procedures or their implementation.

8.3 The Governors will undertake an annual review of this policy and its procedures, including good cooperation with local agencies, and of the efficiency with which the relevant duties have been discharged. As part of this review, the Governors will consider the effectiveness of the School's safeguarding arrangements and culture, staff training, online safety and filtering and monitoring arrangements.

8.4 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

Appendix 1: The Designated Safeguarding Lead (DSL)

The main responsibilities of the DSL are set out below. The activities associated with the role may be delegated to appropriately trained Deputy DSL, but ultimate lead responsibility for safeguarding and child protection remains with the DSL and must not be delegated:

- To take lead responsibility for all safeguarding and child protection matters at the School, including online safety and understanding the filtering and monitoring systems and processes in place, and to support all other staff in dealing with any safeguarding concerns that arise.
- To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.

Work with relevant staff to undertake regular reviews of the effectiveness of the School's filtering and monitoring arrangements and ensure that pupils are safeguarded online.

Manage referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make such referrals;
- to the Channel programme where there is a radicalisation concern as required and support staff who make such referrals;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- where a crime may have been committed to the police as required.

Work with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners;
- liaise with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult;
- as required, liaise with the "case manager" and local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral staff, school nurses, school counsellors, the IT Network Manager and the Individual Learning Coordinator) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- ensuring that the School knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Safeguarding records should be clear and factual and should distinguish between observed concerns, professional opinion and historic information. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved; and
- a note of any action taken, decisions reached and the outcome. Ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in the most recent version of KCSIE.

- Ensure that when children leave the School (including for in-year transfers) their child protection file is transferred to the new school or college as soon as possible and within five days for an in-year transfer or within the first five days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. The file should include a clear, structured summary of current safeguarding concerns, relevant context and any ongoing support needs.
- In addition to the child protection file, consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse, incidents that may indicate concerns about serious violence or harmful behaviours and/or details of those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives. Where there are significant issues or concerns, the DSL should speak directly with the DSL at the receiving school or college.

Raise Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the School's Safeguarding (Child Protection) Policy and procedures, especially new and part-time staff;
- ensure the School's Safeguarding (Child Protection) Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, in conjunction with the Governing Body;
- ensure the Safeguarding (Child Protection) Policy is available publicly and parents know that referrals about suspected abuse or neglect may be made to children's social care and the role of the School in this; link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing information, where appropriate, about welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The DSL must undertake training as required for the role, including Prevent awareness training, at least every two years in order to:

- understand the assessment process for providing family help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of their role in providing information and support to local authority children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand the importance of information sharing, both within the school and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the School with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident that they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- refresh knowledge and skills (e.g. via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, in order to understand and keep up with any developments relevant to the role.

Providing support to staff

The DSL should:

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

Understanding the views of children

The DSL should be supported in developing knowledge and skills to:

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

Holding and sharing information

The DSL should be equipped to:

- understand the importance of information sharing, both within the School, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection laws; and
- keep detailed, accurate, secure written records of concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Availability

- During term time, the DSL will always be available during school hours, or ensure that a Deputy DSL is available, for staff in the School to discuss any safeguarding concerns.
- The School will ensure that adequate and appropriate DSL cover arrangements are in place, including for activities taking place out of hours or outside term time. To ensure continuity of safeguarding responsibilities, the School will maintain robust arrangements for receiving, monitoring and responding to safeguarding concerns during any period when the DSL is unavailable.

Appendix 2: Types and signs of abuse, neglect and exploitation

1 Types of abuse

1.1 All staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside the School, inside and outside the home, and online. Staff must exercise professional curiosity and know what to look for as set out below.

1.2 Abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another and children may be at risk of multiple forms of abuse, neglect, exploitation or other safeguarding concerns at the same time.

1.3 Safeguarding incidents and/or behaviour giving rise to concerns can be associated with factors outside the school environment and incidents can occur between children outside the School. All staff, but especially the DSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse including physical, sexual and emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

1.4 Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other harms online as well as face to face. In many cases abuse, and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

1.5 **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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

1.7 **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and

learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying, prejudice-based and discriminatory bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.8 **Sexual abuse**: involves forcing, causing or inciting a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the School's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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

1.10 **Affluent Neglect:** the neglect of children in wealthy families and can include emotional neglect, lack of supervision, and excessive academic pressure. It is often difficult to identify because it lacks the physical indicators seen in poverty-related neglect, despite children having access to material possessions like good housing, nutrition, and education.

1.11 **Honour or faith-based' abuse (including female genital mutilation and forced marriage):** HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation), and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

1.13 **Sexual violence and sexual harassment between children:** 'sexual violence' as used in *Keeping Children Safe in Education*, refers to sexual offences under the Sexual Offences Act 2003 (i.e. rape, assault by penetration or a sexual assault). Sexual harassment refers to 'unwanted conduct of a sexual nature' which can occur online and offline and inside or outside the School. It can violate a child's dignity, make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Examples of sexual harassment include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance or using sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as deliberately brushing against someone or interfering with someone's clothing. The School will assess when such behaviour crosses into sexual violence, taking account of the experience of the child affected;
- displaying pictures, photographs or drawings of a sexual nature;
- upskirting; and
- online sexual harassment, which may occur independently or as part of a broader pattern of sexual harassment and/or sexual violence. This may include:
    - consensual or non-consensual making or sharing of nudes or semi-nudes, including those generated using AI;
    - sharing unwanted explicit content;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including on social media;
    - sexual exploitation, coercion or threats; and
    - coercing others into sharing images of themselves or performing acts that they are not comfortable with online.

1.14 **Child criminal exploitation (CCE):** CCE is 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. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE can affect children of any sex and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery. Where a potential victim of CCE is identified, the relevant child protection and modern slavery referrals should be completed. Some specific forms of CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. They can also be forced or manipulated into committing vehicle crime or threatening **or** committing serious violence to others. It is not possible for a child to consent to being exploited, abused or trafficked, and the child may not recognise that this is happening to them.

1.15 **Child sexual exploitation (CSE)**: CSE is a form of child sexual abuse. It may involve the contact and non-contact activities described in paragraph 1.8 above. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. It can be committed by an individual or an organised network, and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe that they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion.

1.16 **Mental health:** All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These could include:

- significant changes in behaviour
- ongoing difficulty sleeping
- withdrawing from social situations
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

Not every child who exhibits these behaviours is suicidal or has a mental health concern. However, staff are well placed to identify these and other potential warning signs. In doing so, they can identify children who may be struggling with their mental health and contemplating suicide and offer support and vital early intervention. If staff have a concern about a child's mental health that is also a safeguarding concern, they should follow the School's Safeguarding (Child Protection) Policy and speak to their DSL. If staff feel that a child is in danger, they should call 999 or arrange for the child to be taken to A&E immediately by a parent, carer or other suitable person. If a child needs urgent help for their mental health but it is not an emergency, staff should contact NHS 111 online or call 111 and select the mental health option.

1.17 **Serious violence:** Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or bullying, and can also be associated with criminal exploitation. Staff must report any concern about a child carrying or using a weapon, or expressing an intention to do so, to the DSL or a deputy. The DSL will assess the risk to the child and others, taking account of any wider information or concerns, and take appropriate action. Depending on the risk, this may include putting a safety and support plan in place and taking action to de-escalate peer conflict. Risk factors include disrupted education, including suspensions, permanent exclusion or time in alternative provision, or a history of offending. Staff should also be alert to times when children may be at greatest risk during the School day, for example immediately after School. Early, evidence-based support is vital for children considered to be at risk and at critical points when concerns emerge. This may include access to trusted adults, social and emotional skills support and, where available, targeted interventions such as mentoring or therapeutic support.

1.18 **Domestic abuse:** can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical,

sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (see below). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The School is part of Operation Encompass, a national scheme that operates jointly between schools and police forces. Operation Encompass is the reporting to schools, prior to the start of the next school day, when a child or young person has seen, heard or experienced domestic abuse. The Designated Safeguarding Lead has been trained in the Operation Encompass procedures as the Key Adult allowing us to then use the information that has been shared, in confidence, to support the child or children in our care.

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

2 Signs of abuse

2.1 Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion, particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below. Children may not feel ready or know how to tell someone that they are being abused, neglected or exploited and/or may not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.

2.2 Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse. Staff should also be aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline, and that additional barriers can exist when recognising abuse, neglect and exploitation. In addition to warning signs that may be specific to a particular category of abuse or neglect, there are a number of general warning indicators which might suggest that a child is being abused or neglected as follows:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;

- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

2.3 **Physical abuse**: It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child is at risk of or experiencing physical abuse. Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Signs of physical abuse, as well as the more general indicators listed above, may include:

- Frequent injuries;
- Unexplained or unusual fractures or broken bones;
- Unexplained bruises or cuts, burns or scalds or bite marks;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Fear of medical help or examination.

2.4 **Emotional abuse**: It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child, such as those listed in 2.3 above and:

- Children who are excessively withdrawn, fearful or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;

- Parents or carers who persistently criticise, belittle or humiliate their child, for example, by name-calling or making negative comparisons;
- Delays in physical, cognitive or emotional development;
- Sudden speech disorders;
- Continual self-deprecation ('I'm stupid, ugly, worthless, etc');
- Overreaction to mistakes;
- Extreme fear of any new situation;
- Inappropriate response to pain ('I deserve this');
- Repetitive, compulsive or self-soothing behaviours, such as rocking or hair twisting, or self-injury;
- Self-harm; and/or
- Extremes of passivity or aggression.

2.5 **Sexual abuse**: Children's sexual behaviour exists on a continuum, ranging from normal and developmentally expected behaviour to behaviour that is inappropriate, problematic, abusive or violent. When considering whether behaviour may be harmful, staff must take account of the age and developmental stage of the children involved, the nature of the behaviour and any difference in age, development, power or vulnerability. Children displaying harmful sexual behaviour, inappropriate sexualised behaviour, or behaviour involving sexual violence or sexual harassment towards other children should be treated as a safeguarding concern and responded to in line with the School's child-on-child abuse procedures.

In addition to the general indicators listed in 2.3 above, the following are possible signs and indicators of sexual abuse in adolescents:

- Displaying knowledge or interest in sexual acts inappropriate to their age;
- Using sexual language or having sexual knowledge that you would not expect them to have;
- Asking others to behave sexually or play sexual games;
- Physical sexual health problems including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy;
- Regressing to younger behaviour patterns;
- Sudden loss of appetite or compulsive eating;
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Trying to be 'ultra-good' or perfect; overreacting to criticism;
- Self-harm.

2.6 **Child Criminal or Sexual Exploitation (CCE and CSE)**: In addition to the general signs of abuse in 2.3 above and, in the case of CSE, those specific to sexual abuse, some of the following may be indicators of CCE or CSE:

- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- suffering from changes in emotional well-being;
- misusing alcohol and other drugs;

- going missing for periods of time from home or school or regularly getting home late;
- regularly missing school or education or not taking part in education;
- having older boyfriends or girlfriends (CSE); and
- suffering from sexually transmitted infections, displaying sexual behaviours beyond expected sexual development or becoming pregnant.

2.7 **Neglect**: It is important to remember that individual signs, such as low weight, poor hygiene or unsuitable clothing, do not necessarily indicate neglect. However, if, over time, it is clear that a child is not receiving appropriate care and supervision, or that their basic physical and/or psychological needs are not being met, it may indicate that the child is being neglected.

Possible signs of neglect include:

- Hunger, tiredness or poor personal hygiene;
- Living in an unsafe or unsuitable home environment, including exposure to drugs, alcohol misuse or violence Inadequate, dirty or unsuitable clothing;
- Significant unexplained weight loss or being consistently underweight;
- Untreated medical problems;
- Social isolation or difficulty forming relationships;
- Taking, hiding or hoarding food;
- Destructive tendencies including anger, aggression or self-harm; or
- Delayed physical or developmental progress without a clear medical explanation.

2.8 **Affluent neglect**: The neglect of children in wealthy families and can include emotional neglect, lack of supervision, and excessive academic pressure. It is often difficult to identify because it may lack some of the physical indicators commonly associated with neglect, despite children having access to material possessions like good housing, nutrition, and education.

Possible signs of affluent neglect include:

- Emotional neglect: A lack of emotional connection with parents, who may work long hours and leave the child with paid caregivers like nannies or au pairs;
- Pressure to succeed: Excessive and unrealistic expectations for academic or extracurricular achievement, which can cause significant stress and psychological problems;
- Parentification: A child may be forced to take on adult roles, such as handling household responsibilities or caring for younger sibling;
- Material indulgence: Providing a child with many material possessions but without corresponding emotional support or supervision;
- Mental health issues: Signs can include anxiety, depression, or other psychological and emotional problems.

2.9 **Female genital mutilation:** There are a number of factors that might indicate that a girl is at risk of FGM or that it is imminent and these are set out in full in the 'Female Genital Mutilation Multi-agency Practice Guidelines' (see Appendix 7 for a link). Possible signs that female genital mutilation may already have taken place include:

- Difficulty walking, sitting or standing or talking about pain or complaining about pain or discomfort between her legs;

- Spending longer than normal in the bathroom or toilet, or away from the classroom during the day, with bladder or menstrual problems;
- Prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on return from being away;
- Reluctance to undergo normal medical examinations or change for PE; or
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

Any concern that a girl may be at risk of FGM or may have undergone FGM must be reported immediately to the DSL. Where a teacher discovers, through a disclosure or visual evidence, that FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

3 Further guidance for staff

3.1 Possible signs of abuse that may become evident in the School environment include, but are not limited to:

- the pupil says that they have been abused or asks a question or makes a comment which gives rise to a safeguarding concern;
- there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as being unusually compliant or extremely challenging, or there is a sudden or significant change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil shows an unexplained developmental delay, experiences a significant unexplained change in weight, or there is deterioration in the pupil's general wellbeing;
- the pupil appears neglected, for example, dirty, hungry, inadequately clothed; and/or
- the pupil is reluctant to go home, or has been openly rejected by her parents or carers.

4 Children who may benefit from support before statutory intervention

4.1 Any child may benefit from support before statutory intervention, including universal services and community-based Early Help or the targeted early help level of Family Help. All staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether they have a statutory EHC plan);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care;

- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded, or is in Alternative Provision or a Pupil Referral Unit;
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol or other drugs themselves;
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage; and
- is a privately fostered child.

5 Cybercrime and safeguarding

5.1 Cybercrime is criminal activity committed using computers and the internet. Pupils with particular skills and interests in computing and technology may inadvertently or deliberately become involved in cyber-dependent crime, including unlawful access to computer systems, denial of service attacks and the creation or use of malicious software. Staff should be aware that cybercrime can be a safeguarding concern. Any concerns should be reported to the DSL, who will consider appropriate safeguarding support and referral pathways, including a referral to the Cyber Choices programme where the concern relates to low-level cyber-dependent offending.

6 Further Advice

6.1 Guidance on the following specific safeguarding issues is available in Annex A to *Keeping Children Safe in Education*, which includes links to more detailed guidance:

- Child abduction and community safety incidents;
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE);
- County lines;
- Children and the court system;
- Children missing from education;
- Children with family members in prison;
- Cybercrime;
- Domestic abuse;
- Homelessness;
- Modern Slavery and the National Referral Mechanism;
- Preventing Radicalisation;
- The Prevent Duty;
- Channel;
- Serios violence;
- Honour or faith-based abuse (including Female Genital Mutilation and Forced Marriage);
- FGM mandatory reporting duty for teachers;

- Forced Marriage; and
- Additional advice and support.

6.2 Appendix 7 also contains links to additional safeguarding guidance.

Appendix 3: Guidance for staff on suspecting or hearing a complaint of abuse

1 Action staff must take

1.1 Any member of staff suspecting abuse or receiving a report of abuse, including a report of child on child harmful sexual behaviour, sexual violence or harassment, must recognise that the child has placed them in a position of trust. The member of staff:

1.1.1 should be supportive and respectful of the child, listen carefully, respond with empathy, avoid judgement and keep an open mind. The child should be reassured that they are being taken seriously and will be supported and kept safe, and should never be made to feel that they are causing a problem or feel ashamed for making a report. The member of staff should not investigate the report or determine whether or not the abuse has taken place;

1.1.2 must not ask leading questions, i.e. a question which suggests its own answer, and only prompt the child where necessary with open-ended questions;

1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken, and should explain what the next steps will be and who the information will be shared with;

1.1.4 must, subject to 1.1.3 above, maintain confidentiality and only involve those who need to be involved such as the DSL or children's social care;

1.1.5 must keep a sufficient written record of the conversation, only recording the facts as the child presents them. If possible, reports should be managed with two members of staff present, preferably with one being the DSL or Deputy DSL. Best practice is to wait until the end of the report and immediately write up a thorough summary but it may be appropriate to take some notes during the conversation, particularly if there are two members of staff present (which is preferable). The record may become part of a statutory assessment by children's social care and/or part of a criminal investigation and should therefore include:

(a) the date and time;
(b) the place of the conversation; and
(c) the essence of what was said and done by whom and in whose presence;

1.1.6 must record, in writing, all concerns, discussions and decisions made and the reasons for those decisions.

1.2 The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL as soon as possible. The record of what was said by the child should as far as possible be in their own words and not in the adult's reinterpretation of those words. Personal opinions or interpretations must not be included.

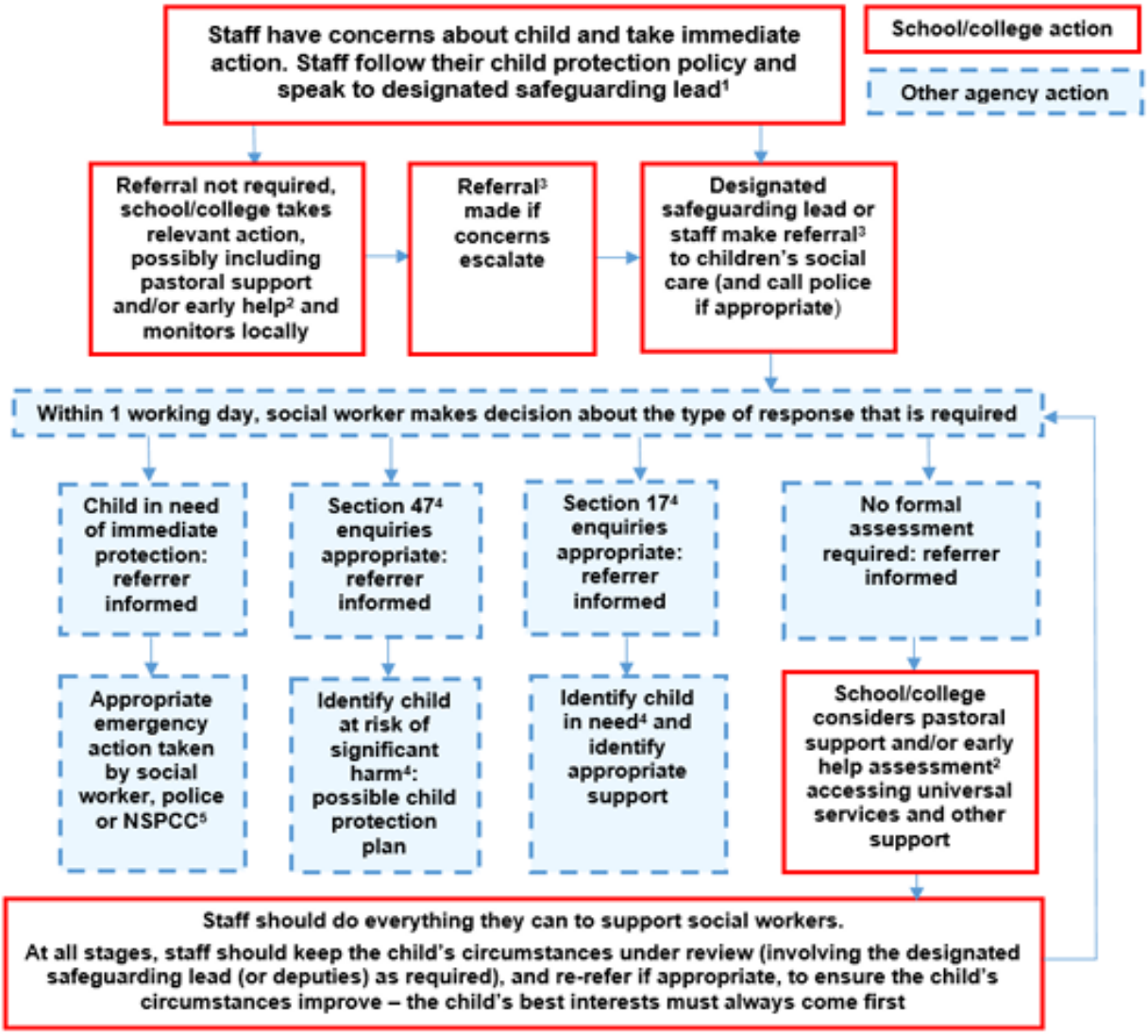
1.3 All evidence, for example, scribbled notes, mobile phones containing text messages, clothing and computers, must be safeguarded and preserved. The DSL must be informed immediately and will advise how the evidence should be managed. Computers or other devices that might contain relevant evidence should not be searched or accessed by the member of staff hearing the report. Staff must not view or forward illegal images of a child. Where appropriate, a device may need to be confiscated to preserve evidence and handed to the police for inspection.

1.4 All suspicions, concerns or reports of abuse must be reported to the DSL as soon as practically possible.

1.5 If, at any point, a child is in immediate danger, has been harmed or is at risk of harm, a referral should be made to the local authority children's social care services immediately and, where appropriate, the police should be contacted (see Contacts p.3-4 of the Safeguarding Policy for contact details). A referral would normally be made by the DSL but any member of staff may make a referral directly and must do so where the circumstances require immediate action or they have a genuine concern that appropriate action has not been taken. If a member of staff makes a referral directly, the DSL should be informed as soon as possible thereafter.

Appendix 4: Flowchart of action where there are concerns about a child (from *Keeping Children Safe in Education* (2026) – Part 1)

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.
[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.
[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.
[5] This could include applying for an Emergency Protection Order (EPO).

Appendix 5: Prevent Strategy (information and referrals flowchart)

1. What is the Prevent Strategy?

1.1. Prevent is part of the Government's counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism. It includes early intervention to support people who may be susceptible to radicalisation and forms part of the School's wider safeguarding responsibilities.

1.2. '***Extremism'*** is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.3. '***Radicalisation'*** is the process of a person legitimising support for, or use of, terrorist violence.

1.4. '***Terrorism***' is defined in the Terrorism Act 2000 as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

1.5. Prevent work is intended to deal with all kinds of terrorist threats to the UK. The threat to the UK is diverse and may arise from a range of terrorist ideologies, groups and individuals.

2. The Channel Panel

2.1. Channel is a voluntary, confidential programme that provides early support to people who are identified as being susceptible to becoming terrorists or supporting terrorism. Channel is for individuals of any age who are at risk of radicalisation. The Channel Panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether a Channel support is necessary. An individual will be required to provide their consent before any support delivered through the programme is provided.

2.2. Anyone can make a Prevent referral. A referral would normally be made by the DSL but anybody can make a referral in exceptional circumstances, such as an emergency or where there is a genuine concern that appropriate action is not being taken. Where a member of staff makes a referral directly, the DSL should be informed as soon as possible unless it would be inappropriate to do so. Prevent referrals are assessed by the police and may be passed to a Channel panel where the individual is considered suitable for Channel support

2.3. Further information about the Prevent referrals and Channel can be found in the staff handbook (see also the referrals flowchart at the end of this Appendix).

3. Potential Indicators of Susceptibility to Radicalisation*

3.1. **Factors that may affect susceptibility**

3.2. There is no single profile of a person who may be susceptible to radicalisation and no single pathway to becoming involved in terrorism. A person's susceptibility may be linked to vulnerability, but vulnerability will not always be present or relevant.

3.3. Relevant factors may include exposure to radicalising influences or terrorist content; the adoption or expression of extremist views which may be linked to terrorism; support for terrorist violence or organisations; significant changes in behaviour or online activity; and contact with individuals or groups promoting extremist or terrorist ideology.

3.4. These factors are not conclusive, must not be treated as a checklist and should always be considered in context. Personal difficulties, religious or political views, migration, social isolation and emotional responses to national or international events are not, in themselves, indicators of radicalisation.

4. Pastoral Approaches to the 'Prevent' Strategy within Godolphin and Latymer

4.1. Staff are aware that if they have any concerns about a child at risk of radicalisation, they should discuss this with a member of the pastoral team and if they have safeguarding concerns or are otherwise concerned that a child is at risk of harm they should report this to the DSL. The School will consider effective engagement with parents and will assist and advise families who raise concerns.

4.2. The pastoral curriculum, including form time, PSHE and wider pastoral provision, promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This is supported across the curriculum and through wider School practice. Assemblies, educational visits and extra-curricular activities help pupils understand these values and develop critical thinking, respectful discussion and active participation in School life. Structures such as the School Council help pupils understand democratic processes and pupil voice.

5. Further Information

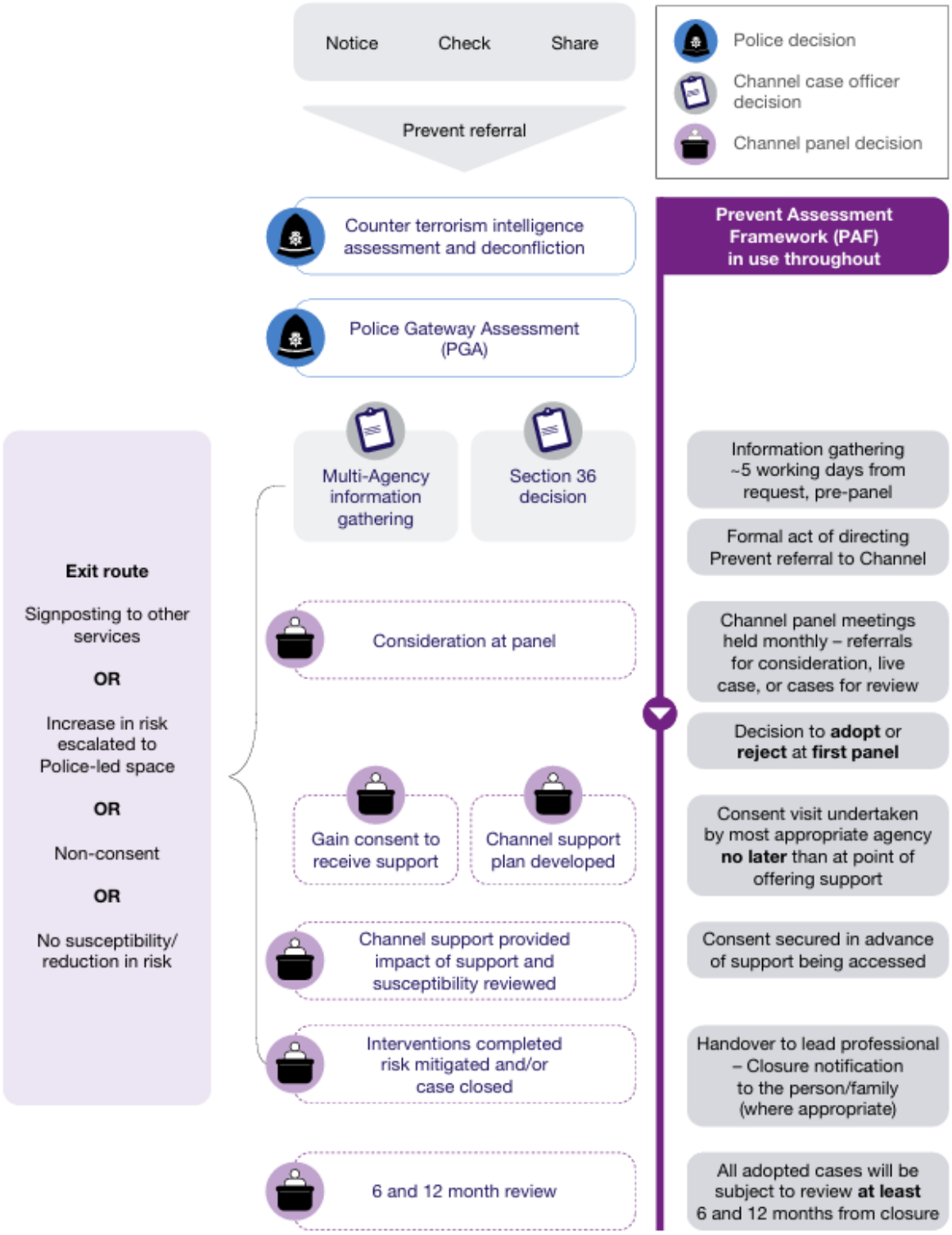
5.1. Hammersmith and Fulham provide further information for teachers at: LBHF: Prevent and Education.

5.2. All staff receive appropriate Prevent training as part of the School's safeguarding training arrangements. The DSL and any other staff with specific Prevent responsibilities receive more detailed training, which should be updated at least every two years. Further information and online training are available through the Government's Prevent duty training service.

5.3. The Government has launched 'Educate Against Hate', a website designed to equip school staff and parents with the information, tools and resources needed to recognise and address extremism and radicalisation in young people. Please click here.

5.4. For the Prevent Referrals Flowchart, please see overleaf.

Diagram 1: Pathway Diagram



Appendix 6: Dealing with allegations against staff, trainee teachers, supply staff, contractors and volunteers

1 Introduction

1.1 Allegations of abuse are difficult and distressing for all concerned. It is essential that policies and procedures are in place to manage these cases. Underpinning these procedures are the following principles: dealing with allegations quickly, fairly and consistently; providing effective protection for the child; and supporting the person subject to the allegation.

2 The School's procedures

2.1 The School's procedures for dealing with allegations made against staff, trainee teachers, supply staff, contractors and volunteers will be used where a concern or allegation may meet the harm threshold, namely where it is alleged that the individual has:

2.1.1 behaved in a way that has harmed a child, or may have harmed a child; and/or

2.1.2 possibly committed a criminal offence against or related to a child; and/or

2.1.3 behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

2.1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children (including behaviour outside school).

2.2 All such allegations must be dealt with as a priority so as to avoid any delay.

2.3 Any concerns or allegations that do not meet the criteria in 2.1 above will be managed under the School's Neutral Notification process, as set out in the Staff Code of Conduct, and any other applicable safeguarding or staff procedures. If there is any doubt about whether the concern or allegation meets the harm threshold, the School will consult the LADO.

3 Reporting an allegation against staff, trainee teacher, supply staff, contractor or volunteer

3.1 Where a safeguarding concern or an allegation or complaint is made against any member of staff (including the DSL), trainee teacher, supply staff, contractor or volunteer, the matter should be reported immediately to the Head. In the Head's absence, the report should be made to the DSL (unless the concern or allegation involves the DSL) or to the Chair of Governors. The Head will inform the Chair of Governors and may also consult with the DSL and the Deputy Head (Pastoral), where appropriate. Where concerns or allegations relate to a trainee teacher, the School will liaise with the relevant teacher training provider and ensure that safeguarding concerns are managed in accordance with the procedures set out in this Appendix.

3.2 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors, or in the Chair's absence, the Deputy Chair of Governors, without first notifying the Head.

3.3 **Whenever there is a safeguarding concern or an allegation that meets the threshold in 2.1 above, the LADO must be contacted immediately without delay before further action is taken.**

3.4 The person taking action in accordance with the procedures in this Appendix (whether the Head, the DSL or the Chair of Governors) is known as the 'Case Manager'. Discussions with the LADO should be recorded in writing and the Case Manager should consult the LADO and, where involved, children's social care and/or the police before informing the person who is the subject of the allegation or deciding what information may be shared with the child and their parents or carers.

4 Disclosure of information

4.1 The Case Manager will inform the person who is the subject of the allegation as soon as possible after the LADO has been consulted, subject to 4.3 below.

4.2 The Parents or carers of the child or children involved will be informed of the allegation as soon as possible if they do not already know of it, subject to 4.3 below. They will also be kept informed of the progress of the case, but only in relation to their child. Information about the staff member, including any disciplinary action, will not be shared.

4.3 Where the LADO advises that a strategy discussion is needed, or the police or the local authority's children's social care are involved, the Case Manager will not inform the person who is the subject of the allegation or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

4.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed (see below).

5 Action to be taken against the accused

5.1 The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies advise otherwise. A representative will be appointed to keep the individual informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

5.2 Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps with the Case Manager. The appropriate action will depend on the nature and circumstances of the allegation and may range from taking no further action to dismissal or a decision not to use the individual's services in the future.

5.3 It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Case Manager how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances, it may be appropriate to appoint an independent investigator, particularly where the School lacks the appropriate resources or the nature or complexity of the allegation requires it.

5.4 Suspension

5.4.1 Suspension will not be an automatic response to an allegation. All reasonable alternatives to suspension will be considered first. The Case Manager will consider carefully, on a case-by-case basis and following a risk assessment, whether the circumstances warrant suspension from contact with children while the allegation is being resolved.

5.4.2 Suspension will not be automatic and consideration will be given to whether the result that would be achieved by suspension could be obtained by alternative

arrangements, for example, redeployment so that the individual does not have direct contact with children, redeployment to alternative work, moving the child or children to classes where they will not come into contact with the member of staff or increased supervision. The LADO will be contacted for advice if necessary.

5.4.3 A member of staff will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the member of staff will be given written confirmation within one working day, giving as much detail as appropriate for the reasons for the suspension. Appropriate support will be provided for the suspended individual and contact details for their named contact provided.

5.5 **Criminal proceedings**

5.5.1 The School will discuss with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the different standard of proof required in disciplinary and criminal proceedings.

5.6 **Return to work**

5.6.1 If it is decided that the person who has been suspended should return to work, the School will consider how best to facilitate this, for example, arranging a phased return and / or the provision of a mentor to provide assistance and support in the short term. The School will also consider how to manage the contact with the child or children who made the allegation.

6 Supply teachers, trainee teachers and contracted staff

6.1 The School must not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. There should be a discussion with the supply agency as to whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the investigation is carried out.

6.2 Supply agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social care although the School will usually take the lead. The allegations management meeting often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the supply agency are taken into account by the School during the investigation. The School will inform the agency of its process for managing allegations, take account of the agency's policies, invite its HR manager or equivalent to relevant meetings and keep the agency updated.

6.3 Supply teachers should be advised to contact their trade union representative if they have one, or a colleague for support.

7 Confidentiality and publicity

7.1 When an allegation is made, the School must make every effort to maintain confidentiality and guard against unwanted publicity while the allegation is being investigated or considered. This includes informing anyone who is aware of the allegations (e.g. parents/senior staff) of the following reporting restrictions. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from

the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so, or if a court lifts restrictions in response to a request to do so.

7.2 'Publication' includes 'any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public'. This means that a parent who, for example, published details of the allegation on a social networking site could be in breach of the reporting restrictions. Breach is potentially a criminal offence.

7.3 The Case Manager should take advice from the LADO, police and children's social care to agree the following:

7.3.1 who needs to know and, importantly, exactly what information can be shared;

7.3.2 how to manage speculation, leaks and gossip;

7.3.3 what, if any, information can be reasonably given to the wider community to reduce speculation; and

7.3.4 how to manage press interest if and when it should arise.

8 Ceasing to use staff or volunteers

8.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

8.2 If a member of staff (or a governor or volunteer) tenders their resignation, or ceases to provide their services, any safeguarding concerns or allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

8.3 Where a teacher has been dismissed, or the School has ceased to use their services because of serious misconduct, or would have done so had the teacher not left first, the School must consider whether to refer the case to the Secretary of State through the Teaching Regulation Agency.

8.4 It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the person who is the subject of the allegation should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

9 Timescales

9.1 All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with all but the most exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Head should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

10 Unsubstantiated, unfounded, false or malicious allegations

10.1 Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the Head will consider whether the child or the person who made the allegation needs help or may have been abused by someone else. A referral to local authority children's social care may be appropriate. If an allegation is shown to have been deliberately invented or malicious, the Head will consider whether disciplinary action is appropriate under the School's Behaviour Policy.

10.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

10.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

11 Record keeping

11.1 Details of allegations following an investigation that are found to be false or malicious will be removed from personnel records, unless the individual gives their consent for the information to be retained.

11.2 For all other allegations, the following information will be recorded on the confidential personnel file of the person accused as follows: a clear and comprehensive summary of the allegation; details of how the allegation was followed up and resolved; a note of any action taken and decisions reached; whether the outcome was substantiated, unsubstantiated or unfounded; and whether the information will be referred to in any future reference. A copy will be provided to the person concerned where agreed with children's social care or the police.

11.3 The record will be retained at least until the individual has reached normal pension age or for a period of ten years from the date of the allegation, if this is longer.

11.4 Cases in which allegation was found to be false, unsubstantiated, unfounded or malicious will not be referred to in employer references. Repeated concerns or allegations which have all been found to be false, unsubstantiated, unfounded or malicious will also not be included. Substantiated safeguarding allegations that meet the harm threshold should be included in references provided that the information is factual and does not contain opinions.

Appendix 7: Further Guidance

Please click on the links or go to www.gov.uk for the documents listed below and more information.

- Keeping Children Safe in Education (September 2026) – Part 1 and full document
- Working Together to Safeguard Children (updated March 2026)
- What to do if you are worried a child is being abused (March 2015)
- Information Sharing Duty: Statutory guidance for safeguarding organisations and their practitioners (September 2026)
- Information Commissioner's Office (ICO) guide to sharing information to safeguard children and young people in the education sector in the UK
- Data protection in schools
- Prevent Duty Guidance for England and Wales (updated March 2024)
- The Prevent Duty (for schools and childcare providers) (September 2023)
- The Use of Social Media for Online Radicalisation (July 2015)
- Multi-agency Statutory Guidance on Female Genital Mutilation (July 2020)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024)
- Teaching online safety in schools (January 2023)
- Generative Artificial Intelligence (AI) in education (updated August 2025)
- Preventing youth violence and gang involvement (March 2015)
- Criminal exploitation of children and vulnerable adults: county lines (updated October 2023)
- Child sexual exploitation: guide for practitioners (February 2017)
- Mental Health and Behaviour in Schools (November 2018)
- Working together to improve school attendance (updated July 2026)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (updated December 2025)
- Meeting digital and technology standards in schools and colleges (updated June 2026)
- Filtering and Monitoring Standards for schools and colleges (updated June 2026)
- Restrictive interventions, including the use of reasonable force, in schools (effective from April 2026)

Guidance on procedures

- London Safeguarding Children Procedures
- Thresholds of Need Guide
- Local Safeguarding Children Partnership
- When to Call the Police

The Safer Recruitment Consortium's Guidance on Safer Working Practice for professionals working in education settings can be found here:

- Guidance for Safer Working Practice (February 2022)